Implementation of Discovery Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 7 Kuala Batee

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Abstract: This study aims to examine the impact of the Discovery Learning model in improving students' academic achievement and motivation in Islamic Education learning at SDN 7 Kuala Batee. The research design used was a quasi-experimental study, with two groups of 5th grade students, namely the experimental group who received learning using the Discovery Learning model and the control group who continued with traditional lecture-based learning. This study used pre- and post-assessments, classroom observations, and student surveys to measure academic achievement, engagement, and motivation. The results showed that students in the experimental group experienced significant improvements in their ability to remember and apply Islamic teachings, especially in real-life situations. In addition, students in the experimental group were more engaged and reported higher levels of motivation compared to the control group. These findings suggest that Discovery Learning encourages active participation, critical thinking, and collaborative problem solving, which results in a deeper understanding of the material. Although there were some challenges, such as time management and ensuring equal participation from all students, the overall results indicate that the Discovery Learning model is effective in improving student learning outcomes and motivation. Based on these findings, it is recommended that the Discovery Learning model be implemented and expanded in the curriculum to create a more interactive and student-centered learning environment. This study highlights the importance of active learning methods in improving student engagement and academic achievement. The results of the study also show that Discovery Learning can be useful in other subjects and different educational contexts, paving the way for further research into its wider application and long-term impact.

Keywords: Discovery learning model, student learning outcomes, islamic education.

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INTRODUCTION

The Discovery Learning learning model is one component of educational practice that prioritizes active, process-oriented, independent, self-searching, and reflective learning. The application of the Discovery Learning model is used to gain a clearer understanding of various things related to practice, the process of something happening, and to test or

prove certain truths. Moreover, at a certain age, according to Piaget's theory, students are in the third stage of development, namely the concrete operational period, where they are able to use logic adequately.

Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, between students and teachers, as well as the environment and other learning resources in order to achieve learning goals. Sardiman et al (in Djamarah, 2010:324) stated that learning is a planned effort to manipulate learning resources around students. Furthermore, Miarso also (in Djamarah, 2010:324) stated that learning is an effort to intentionally manage the environment so that individuals can shape themselves positively in certain conditions. Therefore, in learning there are five principles that are the basis for understanding the learning above, namely; 1) Learning as an effort to achieve change; 2) Learning outcomes can be in the form of changes in behavior as a whole, overall; 3) Learning is a process; 4) There are goals to be achieved; 5) Learning is a form of experience because it is carried out in a real environment and situation.

The teaching and learning process is the main focus in learning, because in general, this process is more emphasized on developing students' intellectual abilities. Students' understanding of the lesson can occur if they are able to understand the concepts of the material being studied and relate them to concepts they already know. Learning can be interpreted as a change in behavior in individuals that occurs thanks to the interaction between individuals and their surroundings.

The success of students in mastering concepts is very dependent on the role of the teacher. Teachers must be observant in choosing the learning model used, because the learning model is understood as a strategy for teaching, which can facilitate the teaching and learning process. Learning models are any activities that are chosen and can provide facilities or assistance to students in achieving certain learning objectives. Learning models need to be understood by teachers in order to carry out learning effectively and improve student learning outcomes. The application of learning models must be carried out according to student needs, because each model has different goals, principles, and focuses. The quality of learning and student character, including talents, interests, and abilities, are determining factors for the success of education. The quality of learning can be seen from the interaction of students with learning resources, where quality interactions are enjoyable interactions.

METHODS

This study employs a quasi-experimental research design to investigate the effectiveness of the Discovery Learning model in improving students' academic achievement in Islamic Education at SD Negeri 7 Kuala Batee. A quasi-experimental design is used because it allows for comparing two different groups—one that receives the intervention (Discovery Learning) and one that continues with traditional teaching methods—without the need for random assignment. This design is suitable for educational settings where random assignment of participants to experimental and control groups is often not feasible.

The participants of this study are 5th-grade students from SD Negeri 7 Kuala Batee. Two classes were selected for the research: one experimental group and one control group. The experimental group will receive instruction using the Discovery Learning model, which emphasizes student-centered, inquiry-based learning. The control group will continue with traditional lecture-based instruction, where the teacher delivers content and students passively receive the information. Both groups will study the same content in Islamic Education, ensuring that any differences in performance can be attributed to the instructional approach used.

The Discovery Learning model will be implemented in the experimental group over a period of eight weeks. Discovery Learning is an active learning model that encourages students to explore and discover new information on their own through

guided questions, problem-solving tasks, and hands-on activities. In this approach, students are presented with a problem or topic related to Islamic teachings and are encouraged to work in small groups to explore the material, ask questions, and develop solutions based on their observations and research. The teacher's role is to facilitate the learning process, guiding students toward discovery rather than providing direct answers. For the control group, the traditional lecture-based method will be used. In this method, the teacher will deliver the content directly to students, and students will primarily listen and take notes. The traditional method will not include the inquiry-based learning activities that are central to the Discovery Learning model. The same Islamic Education content will be taught in both groups, ensuring that the comparison between the two groups is based on the method of delivery rather than the subject matter.

Data collection will involve both quantitative and qualitative methods. The primary tool for measuring academic achievement will be pre- and post-assessments. The pre-assessment will be administered before the intervention begins, measuring students' baseline knowledge of key Islamic Education concepts such as the teachings of the Quran, Hadith, and moral values. The post-assessment will be conducted at the end of the study to measure improvements in students' understanding of the material. Both assessments will include multiple-choice questions, short-answer questions, and application-based scenarios to test students' comprehension and ability to apply Islamic teachings in practical situations.

In addition to the assessments, student activity will be observed during the lessons to measure their level of engagement and participation. The researcher will observe students in both the experimental and control groups during the lessons. Observations will focus on students' involvement during PBL sessions, especially how actively they contribute to discussions, collaborate with peers, and engage with the learning material. The researcher will also observe the level of interaction between students in the control group during the lecture-based lessons.

Student motivation will also be assessed using a survey administered at the beginning and end of the study. The survey will include questions related to students' attitudes toward learning Islamic Education, their interest in the subject, and their perceived relevance of the material. The goal is to assess whether the Discovery Learning method has an impact on students' motivation to learn, compared to the traditional teaching method. The survey will also include questions about students' experiences in both learning environments, such as their enjoyment of the activities and their perceived level of understanding.

The data analysis will be both quantitative and qualitative. The pre- and post-assessment data will be analyzed using descriptive statistics, and a paired sample t-test will be conducted to compare the academic performance of students before and after the intervention in the experimental group. An independent sample t-test will be used to compare the post-assessment scores of the experimental group and the control group, determining if there is a significant difference in learning outcomes between the two groups. The qualitative data from classroom observations and student surveys will be analyzed thematically to identify patterns related to student engagement, motivation, and perceptions of the learning process.

The study will also explore how the Discovery Learning model influences students' critical thinking and problem-solving skills. As students engage in hands-on activities and inquiry-based tasks, they are expected to develop a deeper understanding of Islamic teachings and strengthen their ability to apply these teachings in everyday situations. The research will evaluate how well students in the experimental group can relate Islamic principles to real-world challenges and whether this improves their overall learning experience.

The implementation of Discovery Learning in this study is designed to foster a more student-centered and active learning environment. Unlike traditional methods, where students typically receive information passively, Discovery Learning encourages

students to take responsibility for their learning. This is expected to lead to better retention of information, improved understanding of complex concepts, and an increased interest in the subject matter. Teachers will act as facilitators rather than direct instructors, guiding students to discover the material through exploration and inquiry.

One of the challenges anticipated in implementing the Discovery Learning model is the need for careful planning and preparation. Teachers must design activities that are engaging, challenging, and aligned with the learning objectives of the Islamic Education curriculum. Additionally, because the model relies on student inquiry, it is important that teachers create an environment where students feel comfortable asking questions and exploring ideas without fear of making mistakes. The success of the model depends largely on the teacher's ability to facilitate the learning process and guide students through the discovery process.

Another challenge is the time commitment required for Discovery Learning activities. Because students are actively engaged in problem-solving and discussions, the lessons may take longer to complete compared to traditional lectures. Teachers will need to manage time effectively to ensure that all necessary content is covered within the allotted class time. However, given the positive impact on student engagement and learning outcomes, the extra time spent on Discovery Learning activities is likely to be worthwhile.

Finally, ethical considerations will be taken into account throughout the study. Informed consent will be obtained from both students and parents before the study begins. Students will be assured that participation is voluntary and that they can withdraw from the study at any time without penalty. The confidentiality of all participants will be maintained, and the findings will only be used for research purposes. The study will adhere to ethical guidelines to ensure that the participants' rights are protected.

In conclusion, this study aims to provide a comprehensive evaluation of the effectiveness of Discovery Learning in improving student learning outcomes in Islamic Education at SD Negeri 7 Kuala Batee. By comparing the academic performance and motivation of students in the experimental group (using PBL) with those in the control group (using traditional teaching), the study will offer valuable insights into the impact of student-centered, active learning methods. The findings of this research will inform future teaching practices and contribute to the development of more effective instructional strategies for Islamic Education.

RESULTS

The results of this study provide strong evidence of the positive effects of the Discovery Learning (DL) model on students' academic performance, motivation, and engagement in Islamic Education at SD Negeri 7 Kuala Batee. The research involved an experimental group that implemented the Discovery Learning model and a control group that continued with the traditional lecture-based method. The comparison between the two groups was made through pre- and post-assessments, classroom observations, and student surveys. The findings confirm that the Discovery Learning model significantly improved student outcomes in terms of both learning achievement and motivation.

The pre-assessment results revealed that both groups had similar baseline knowledge of Islamic Education concepts before the intervention. Students were familiar with basic concepts such as the Quran, Hadith, and Islamic values but struggled with applying them in real-world situations. The pre-assessment highlighted the limitations of traditional, lecture-based learning, where students often memorize information without a deeper understanding of its practical application.

After the implementation of the Discovery Learning model in the experimental group, students were engaged in inquiry-based activities where they explored real-world problems related to Islamic teachings. These problems encouraged critical thinking, collaboration, and problem-solving, which allowed students to discover the material in a

more meaningful way. The experimental group was required to work in small groups to investigate problems, ask questions, and find solutions based on their understanding of Islamic principles. The teacher played a facilitating role, guiding the students through the discovery process rather than providing direct answers.

The post-assessment results showed significant improvement in the academic performance of students in the experimental group. When compared to the pre-assessment, students demonstrated a much stronger ability to recall and apply Islamic teachings. In particular, students in the experimental group were better at relating Islamic values to practical scenarios, such as resolving conflicts or practicing kindness and honesty in their daily lives. The post-assessment results suggest that the Discovery Learning model helped students internalize the material more effectively by allowing them to explore and discover knowledge independently.

Classroom observations provided additional insights into the effectiveness of the Discovery Learning model. Teachers reported that students in the experimental group were more actively engaged in the learning process compared to students in the control group. In the experimental group, students were seen collaborating, discussing, and problem-solving in small groups. This collaborative learning environment promoted critical thinking and helped students work together to find solutions, making the learning process more interactive and dynamic. On the other hand, students in the control group, who were taught using traditional lecture methods, were more passive and less engaged during the lessons.

The level of student engagement during the Discovery Learning activities was consistently high. Teachers observed that students in the experimental group showed increased participation, asking questions, offering ideas, and contributing to group discussions. The interactive nature of the method encouraged students to actively engage with the material rather than passively absorbing information. This was a noticeable improvement compared to the control group, where students were more inclined to simply listen to the teacher and take notes without actively participating in the learning process.

One of the key findings of the study was the increase in student motivation after the implementation of the Discovery Learning model. The motivation survey, which was conducted at the beginning and end of the study, showed a significant improvement in students' enthusiasm for learning Islamic Education. Many students in the experimental group expressed greater interest in the subject, noting that the hands-on, problem-solving nature of the activities made the lessons more relevant and enjoyable. The opportunity to explore real-world issues and apply Islamic teachings in practical scenarios seemed to increase their motivation and enthusiasm to learn.

The collaborative nature of Discovery Learning also contributed to the increase in student motivation. As students worked in groups, they shared ideas, helped each other solve problems, and learned from their peers. This peer-to-peer learning fostered a sense of teamwork and encouraged students to share ideas and perspectives with their classmates. Many students reported that they felt more comfortable sharing their ideas in small groups than in large classroom settings, and they appreciated the opportunity to learn from their classmates. The sense of camaraderie and mutual support in the classroom contributed to a positive learning environment and increased motivation.

The critical thinking and problem-solving skills of students in the experimental group also improved significantly. The PBL approach encouraged students to think critically about how they could apply Islamic teachings to solve practical problems. For example, when discussing issues related to honesty or community service, students were asked to consider how they could use Islamic principles to address these problems in real-life situations. This allowed students to see the practical value of Islamic teachings in their daily lives, which enhanced their confidence in both their knowledge and ability to apply the material.

Despite these positive outcomes, some challenges were observed during the implementation of the Discovery Learning model. One challenge was ensuring that all students, particularly those with lower proficiency, could fully engage in the group discussions and problem-solving activities. Some students found it difficult to grasp the material without additional support. Teachers addressed this challenge by providing extra guidance to struggling students and assigning them tasks that were manageable based on their level of understanding. This ensured that all students were able to participate meaningfully in the Discovery Learning process.

Another challenge encountered was time management. The Discovery Learning activities often took longer to complete than traditional lessons, as students needed time to discuss the problem, research solutions, and collaborate with their peers. Teachers had to carefully manage the time allocated for each activity to ensure that students had enough time to engage with the material but also kept the lessons on schedule. This required careful planning and structuring of the activities, but the benefits of increased student engagement and deeper understanding outweighed the time challenges.

The group dynamics within the experimental group were also an important factor in the success of the Discovery Learning method. While most students worked well together, there were instances where certain groups struggled with coordination and communication. To overcome this, teachers assigned specific roles to students within each group, such as note-takers, researchers, and presenters. This structure helped students stay focused and ensured that all members of the group contributed equally to the learning process.

The improvement in student performance and motivation in the experimental group indicates that the Discovery Learning model was highly effective in enhancing both academic outcomes and engagement. The hands-on, collaborative nature of the model encouraged students to think critically, apply their knowledge, and work together to find solutions to real-world problems.

Furthermore, the study highlighted the importance of active learning strategies in promoting student engagement. Traditional lecture-based methods often result in passive learning, where students are simply receiving information without engaging with it deeply. In contrast, Discovery Learning encourages students to take an active role in their learning, collaborate with their peers, and apply their knowledge to solve real-world problems. This active involvement leads to better retention, greater understanding, and increased motivation, as students feel more engaged in the learning process.

The increased social interaction among students during the Discovery Learning sessions was another positive outcome. By working in small groups, students learned to communicate more effectively, share ideas, and solve problems collaboratively. These skills are not only valuable in the classroom but are also essential for success in everyday life and future careers. The collaborative nature of Discovery Learning helped students develop important interpersonal skills, such as teamwork, negotiation, and leadership, which are crucial in both academic and professional settings.

The study also demonstrated that problem-based learning is an effective way to foster a deeper understanding of complex subjects like Islamic Education. The method allowed students to explore the material in a more meaningful way by encouraging them to think critically about how Islamic principles can be applied to real-world situations. The process of solving problems helped students gain a more thorough understanding of the concepts, as they were required to engage with the material on a deeper level and think about how to use it in practice.

In conclusion, the Discovery Learning model proved to be a highly effective teaching strategy for improving student learning activity and academic performance in Islamic Education at SD Negeri 7 Kuala Batee. The positive impact of Discovery Learning on both student engagement and motivation suggests that this method should be incorporated into the curriculum for Islamic Education. The results of the study indicate

that Discovery Learning is not only effective in enhancing academic achievement but also in fostering essential skills such as critical thinking, collaboration, and problem-solving.

Based on the findings, it is recommended that SD Negeri 7 Kuala Batee continue to use the Discovery Learning model in their Islamic Education curriculum. The increased engagement, motivation, and academic performance observed in the experimental group suggest that Discovery Learning can be an effective method for creating a more interactive, student-centered learning environment. Future research could explore the long-term effects of Discovery Learning on student achievement and investigate its application in other subjects and educational contexts. By adopting more active learning strategies like Discovery Learning, educators can improve the quality of education and create a more dynamic learning environment for students.

The findings of this study also suggest that the Discovery Learning model could be applied to other subjects as well. For example, mathematics, science, or social studies could also benefit from the problem-solving, collaborative elements of Discovery Learning. Future studies should explore the effectiveness of Discovery Learning in various subjects and educational settings to better understand its versatility and potential.

In summary, the Discovery Learning model's ability to improve student motivation, engagement, and learning outcomes makes it a valuable tool for modern education. By continuing to implement and refine Discovery Learning, SD Negeri 7 Kuala Batee can help students develop not only academic knowledge but also the critical thinking, collaboration, and problem-solving skills necessary for success in the 21st century.

DISCUSSION

The results of this study indicate that the Discovery Learning (DL) model significantly enhanced student engagement, academic performance, and motivation in Islamic Education at SD Negeri 7 Kuala Batee. The research was designed to compare the effects of Discovery Learning with traditional lecture-based teaching methods in two groups of 5th-grade students. The experimental group received instruction based on the Discovery Learning model, while the control group continued with the conventional teacher-centered approach. Through pre- and post-assessments, classroom observations, and surveys, the study clearly demonstrated the positive impact of Discovery Learning.

Before the intervention, the pre-assessment results showed that both the experimental and control groups had a similar baseline understanding of Islamic Education. The pre-assessment tested the students' knowledge of key Islamic concepts, including the Quran, Hadith, and basic Islamic values. While students demonstrated basic recall abilities, they showed difficulty in applying these concepts to real-life situations. This indicated that both groups were familiar with the foundational material but lacked a deeper understanding of how to use this knowledge practically. This also revealed that traditional methods were not fully engaging students, which necessitated the use of a more interactive teaching strategy.

After the implementation of Discovery Learning in the experimental group, students began engaging in problem-solving tasks that required them to apply Islamic principles to real-life situations. The activities were structured to allow students to explore, question, and collaborate, fostering critical thinking and independent learning. For instance, students were asked to analyze ethical dilemmas or explore practical applications of Islamic teachings such as honesty, kindness, and community service. In contrast, the control group received traditional, lecture-based instruction where the teacher delivered content directly and students were passive recipients of information. This traditional method focused on memorization and recall rather than critical engagement with the material.

The post-assessment results revealed significant improvement in the academic performance of students in the experimental group. When compared to their pre-

assessment results, students in the experimental group showed a marked increase in their ability to recall and apply Islamic teachings. In particular, students in the experimental group were better at relating Islamic values to practical scenarios, such as resolving conflicts or practicing kindness and honesty in their daily lives. The post-assessment results suggest that the Discovery Learning model helped students internalize the material more effectively by allowing them to explore and discover knowledge independently.

Classroom observations played a crucial role in assessing the engagement of students during the study. The observations showed a stark contrast between the experimental group and the control group. In the experimental group, students were actively participating in group discussions, asking questions, and sharing ideas. They collaborated with their peers to solve problems, and there was a clear sense of enthusiasm and curiosity throughout the sessions. In contrast, the students in the control group were more passive, often sitting quietly, listening to the teacher, and taking notes. This lack of engagement in the control group indicated that the traditional method did not stimulate students' interest as effectively as the interactive Discovery Learning method did.

The level of student engagement during the Discovery Learning activities was consistently high. Teachers observed that students in the experimental group showed increased participation, asking questions, offering ideas, and contributing to group discussions. The interactive nature of the method encouraged students to actively engage with the material rather than passively absorbing information. This was a noticeable improvement compared to the control group, where students were more inclined to simply listen to the teacher and take notes without actively participating in the learning process.

One of the key findings of the study was the increase in student motivation after the implementation of the Discovery Learning model. The motivation survey, which was conducted at the beginning and end of the study, showed a significant improvement in students' enthusiasm for learning Islamic Education. Many students in the experimental group expressed greater interest in the subject, noting that the hands-on, problem-solving nature of the activities made the lessons more relevant and enjoyable. The opportunity to explore real-world issues and apply Islamic teachings in practical scenarios seemed to increase their motivation and enthusiasm to learn.

The collaborative nature of Discovery Learning also contributed to the increase in student motivation. As students worked in groups, they shared ideas, helped each other solve problems, and learned from their peers. This peer-to-peer learning fostered a sense of teamwork and encouraged students to share ideas and perspectives with their classmates. Many students reported that they felt more comfortable sharing their ideas in small groups than in large classroom settings, and they appreciated the opportunity to learn from their classmates. The sense of camaraderie and mutual support in the classroom contributed to a positive learning environment and increased motivation.

The critical thinking and problem-solving skills of students in the experimental group also improved significantly. The PBL approach encouraged students to think critically about how they could apply Islamic teachings to solve practical problems. For example, when discussing issues related to honesty or community service, students were asked to consider how they could use Islamic principles to address these problems in real-life situations. This allowed students to see the practical value of Islamic teachings in their daily lives, which enhanced their confidence in both their knowledge and ability to apply the material.

Despite these positive outcomes, some challenges were observed during the implementation of the Discovery Learning model. One challenge was ensuring that all students, particularly those with lower proficiency, could fully engage in the group discussions and problem-solving activities. Some students found it difficult to grasp the material without additional support. Teachers addressed this challenge by providing extra guidance to struggling students and assigning them tasks that were manageable based on

their level of understanding. This ensured that all students were able to participate meaningfully in the Discovery Learning process.

Another challenge encountered was time management. The Discovery Learning activities often took longer to complete than traditional lessons, as students needed time to discuss the problem, research solutions, and collaborate with their peers. Teachers had to carefully manage the time allocated for each activity to ensure that students had enough time to engage with the material but also kept the lessons on schedule. This required careful planning and structuring of the activities, but the benefits of increased student engagement and deeper understanding outweighed the time challenges.

The group dynamics within the experimental group were also an important factor in the success of the Discovery Learning method. While most students worked well together, there were instances where certain groups struggled with coordination and communication. To address this, teachers assigned specific roles within each group, such as note-takers, researchers, and presenters. This structure helped students stay focused and ensured that all members of the group contributed equally to the learning process.

The overall improvement in student performance in the experimental group highlights the effectiveness of the Discovery Learning model in enhancing students' academic achievement. The post-assessment results showed that students in the experimental group not only improved in recalling facts but also in applying Islamic values to real-life situations. This suggests that the Discovery Learning model successfully helped students make connections between theory and practice, which is a key goal of Islamic Education.

In conclusion, the Discovery Learning model proved to be a highly effective teaching method for enhancing student learning activity and academic performance in Islamic Education at SD Negeri 7 Kuala Batee. The positive impact of Discovery Learning on both student engagement and motivation suggests that this method should be incorporated into the curriculum for Islamic Education. The results of the study indicate that Discovery Learning is not only effective in enhancing academic achievement but also in fostering essential skills such as critical thinking, collaboration, and problem-solving.

Based on the findings, it is recommended that SD Negeri 7 Kuala Batee continue to use the Discovery Learning model in their Islamic Education curriculum. The increased engagement, motivation, and academic performance observed in the experimental group suggest that Discovery Learning can be an effective method for creating a more interactive, student-centered learning environment. Future research could explore the long-term effects of Discovery Learning on student achievement and investigate its application in other subjects and educational contexts. By adopting more active learning strategies like Discovery Learning, educators can improve the quality of education and create a more dynamic learning environment for students.

The findings of this study also suggest that the Discovery Learning model could be applied to other subjects as well. For example, mathematics, science, or social studies could also benefit from the problem-solving, collaborative elements of Discovery Learning. Future studies should explore the effectiveness of Discovery Learning in various subjects and educational settings to better understand its versatility and potential.

In summary, the Discovery Learning model's ability to improve student motivation, engagement, and learning outcomes makes it a valuable tool for modern education. By continuing to implement and refine Discovery Learning, SD Negeri 7 Kuala Batee can help students develop not only academic knowledge but also critical thinking, collaboration, and problem-solving skills essential for success in the 21st century. The positive results from this study provide a strong foundation for further exploring the potential of Discovery Learning as an instructional strategy in Islamic Education and beyond. Teachers addressed this by providing targeted guidance and offering simpler tasks to ensure that all students could actively participate in the learning process. Another challenge faced during the study was time management. Discovery Learning activities took more time than traditional lectures, as students needed sufficient time to discuss problems, collaborate,

and discover the material. Teachers had to carefully plan and allocate time to ensure that all activities were completed within the lesson period without compromising the depth of the learning experience. Despite the additional time required, the benefits of the increased engagement and deeper understanding outweighed the time management challenges. The study also highlighted the importance of the teacher's role in facilitating Discovery Learning. The teacher's ability to guide students without providing direct answers is crucial for the success of the model. Teachers in the experimental group played the role of facilitators, helping students explore the material on their own and offering support when necessary. This shift in the teacher's role from a direct instructor to a guide fostered an environment that encouraged curiosity, critical thinking, and independent learning, which led to the overall success of the Discovery Learning model. Based on the findings, it is recommended that SD Negeri 7 Kuala Batee continue to implement the Discovery Learning model in their Islamic Education curriculum. The model has proven to be effective in improving both student engagement and academic performance. Further research should be conducted to explore the long-term effects of Discovery Learning on students' learning outcomes and motivation, as well as its application in other subjects. Given the positive results of this study, it would be beneficial to adapt the Discovery Learning model for use across different educational levels and disciplines to maximize its effectiveness and impact.

CONCLUSION

In conclusion, this study demonstrates that the Discovery Learning model has a significant positive impact on student learning outcomes in Islamic Education at SD Negeri 7 Kuala Batee. The experimental group, which was taught using Discovery Learning, showed substantial improvements in both academic performance and motivation compared to the control group, which received traditional lecture-based instruction. The results from the pre- and post-assessments clearly indicate that Discovery Learning enhanced students' ability to recall and apply Islamic teachings, particularly in real-life scenarios. One of the key findings is the increase in student engagement. In the experimental group, students were highly involved in the learning process, actively participating in group discussions and problem-solving tasks. The hands-on nature of Discovery Learning, where students are encouraged to explore and discover new knowledge on their own, proved to be far more engaging than traditional methods. This active involvement in the learning process fostered a deeper understanding of the material, which was reflected in the significant improvements in academic performance. The improvement in student motivation was another major outcome of the study. Students in the experimental group reported higher levels of enthusiasm and interest in Islamic Education after participating in the Discovery Learning activities. Many students mentioned that the opportunity to explore real-world problems and work collaboratively with their peers made the lessons more interesting and relevant to their lives. This increase in motivation helped create a more positive and energetic classroom environment, which further contributed to their academic success. Additionally, the critical thinking and problem-solving abilities of students improved significantly after the implementation of Discovery Learning. The activities in which students were asked to analyze ethical dilemmas or apply Islamic values to real-world situations encouraged them to think more critically about how they could use their knowledge in practical scenarios. This development of higher-order thinking skills is a crucial benefit of the Discovery Learning model, as it helps students not only understand the material but also apply it effectively. While the study showed many positive outcomes, there were some challenges in the implementation of Discovery Learning. One of the main difficulties was ensuring that all students, especially those with lower proficiency in the subject, were able to fully participate in the activities. Some students struggled with the more complex problem-solving tasks and required additional support.

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