

## Improving Learning Outcomes of Islamic Education Learning Using the Discovery Learning Model at SMP Negeri 4 Mapat Tunggul Selatan

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**Abstract:** This study aims to improve student learning outcomes in Islamic education learning using the discovery learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure student learning outcomes in Islamic education learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the discovery learning model can improve student learning outcomes in Islamic education learning. This can be seen from the increase in the percentage of student activity completion in each cycle with details of the pre-cycle 47.56%, the first cycle 66.47% and in the second cycle increased to 90.57%. Thus, the use of discovery learning model can be used as an alternative to improve student activity in Islamic education learning in Islamic education learning.

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

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### INTRODUCTION

Islamic education is the obligation of parents in educating their children in accordance with Islamic teachings sourced from the Qur'an and Hadith. The process of human development takes place gradually, as explained in the Qur'an, and education must be carried out gradually to reach individual maturity. Islamic education aims to form human beings who believe in and worship Allah. Faith is the main element in Islamic Religious Education (PAI), playing a role as moral control so that students do not fall into disobedience. However, at SMP Negeri 4 Mapat Tunggul Selatan, the learning outcomes on the material "Faith in Angels" are still low, which is caused by less varied teaching methods and limited facilities. To improve students' understanding, classroom action research with a discovery learning model was chosen. This model emphasizes the active role of students in discovering concepts independently, so that it can improve their understanding and motivation to learn.

In today's educational landscape, there is an increasing emphasis on student-centered learning approaches that engage students actively in the learning process. One of

the most promising methods in this regard is the Discovery Learning model. This model encourages students to explore, inquire, and solve problems on their own, fostering a deeper understanding of the content. In the context of Islamic education, particularly the topic of "Belief in Angels," it is crucial to implement teaching strategies that promote active engagement and critical thinking, as these principles are essential to the development of students' understanding of religious concepts. "Belief in Angels" is a fundamental aspect of Islamic teachings, and it is essential for students to not only memorize but also comprehend the significance of angels in Islam. This topic is often abstract and can be difficult for young learners to fully grasp.

Traditional teaching methods that focus on passive learning, such as rote memorization, may not be sufficient to help students truly understand and internalize these religious concepts. Therefore, it is important to adopt teaching models that allow students to actively engage with the material in a way that connects to their personal experiences and interests. The Discovery Learning model, based on the theory of constructivism, allows students to build their understanding through hands-on experiences and guided inquiry. This approach encourages them to explore and investigate new ideas independently or in collaborative groups.

Research has shown that active learning methods like Discovery Learning not only enhance comprehension but also improve retention, as students are more likely to remember and apply what they discover through exploration and problem-solving. Given these advantages, it is worth exploring how Discovery Learning can be used to improve students' understanding of "Belief in Angels." In light of these considerations, this study aims to investigate the effectiveness of the Discovery Learning model in improving students' learning outcomes regarding the topic of "Belief in Angels" in Islamic education.

By shifting the focus from passive reception to active exploration, the model could provide students with the opportunity to engage deeply with the material, fostering a greater understanding of this essential religious concept. This research aims to contribute to the broader educational field by demonstrating how innovative teaching methods can enhance religious education, particularly in the context of Islamic studies.

The Discovery Learning model is a learning approach that emphasizes the active involvement of students in discovering concepts and principles independently. In the context of Islamic Religious Education (PAI), this model is very important because it can encourage students to understand Islamic teachings more deeply through the process of exploration, analysis, and reflection. With direct involvement in discovering the meaning of Islamic teachings, students not only memorize the material, but are also able to apply it in everyday life.

One of the main reasons why Discovery Learning is important in PAI learning is its ability to foster critical and analytical attitudes. When students are given the opportunity to discover the meaning of the verses of the Qur'an, hadith, or other Islamic concepts, they will be more active in thinking and understanding Islamic values. This helps them not only to accept religious teachings passively, but also to dig deeper into the meaning and relevance of these teachings in modern life. In addition, this model can also increase students' learning motivation. With direct experience in discovering Islamic concepts, learning becomes more interesting and meaningful. Students feel more challenged and involved in the learning process because they not only receive material from the teacher, but also actively seek and process information themselves. This makes them more enthusiastic in understanding and applying religious values in everyday life.

The Discovery Learning model also contributes to the formation of students' character. In Islam, the formation of morals is one of the main goals of education. With this method, students will better understand Islamic values in a deeper and more applicable way. When they discover for themselves the concepts of honesty, responsibility, or compassion in Islamic teachings, they will find it easier to internalize and apply these values in everyday life.

Another advantage of this method is its ability to foster learning independence. In Discovery Learning, students are given the freedom to explore various learning sources and draw their own conclusions. This trains them to become individuals who do not only depend on teachers, but also have the initiative in seeking knowledge. This attitude is in line with Islamic teachings which encourage its people to continue learning and seeking knowledge throughout their lives. In addition, the Discovery Learning model can also improve students' collaborative skills. In the learning process, they often work in groups to find concepts or solve problems. This teaches them to work together, discuss, and respect the opinions of others. This attitude is very important in Islam which emphasizes the importance of *ukhuwah Islamiyah* (brotherhood in Islam) and deliberation in solving problems. The use of the Discovery Learning model in Islamic Religious Education learning is very important because it can improve students' understanding, motivation, independence, and character. With this model, students not only gain knowledge passively, but also actively find and apply Islamic values in their lives. Therefore, Islamic Religious Education teachers should integrate this model in the learning process in order to create a generation of Muslims who are intelligent, critical, and have noble character.

## **METHODS**

This research is a qualitative research using the classroom action research method (PTK). The research subjects consisted of grade VII students at SMP Negeri 4 Mapat Tunggal Selatan, which amounted to 15 people, consisting of 10 male students and 5 female students. Class VII was chosen as the subject of the research because students in this class have low interest in learning, especially in the subject of Islamic Religious Education (PAI) on the material "Faith in Angels".

This research aims to improve student learning outcomes and activities through the application of the discovery learning model. To obtain the necessary data, this study uses several data collection instruments. First, student grades at the pre-cycle stage, namely data on daily test results before the implementation of the discovery learning learning model. This score is used as an initial reference to see the extent of students' understanding of the material. Second, student scores in cycles I and II obtained after the implementation of the learning model. Data from cycle I will be analyzed to determine the effectiveness of the method used, and if the results have not met the target, then the research will be continued to cycle II with improvement efforts.

In addition to learning outcomes, this study also observes students' learning activities during the learning process. Observations are carried out directly in the classroom to assess students' interest and participation in teaching and learning activities. This learning activity is an important indicator in assessing student involvement in the learning process. Furthermore, observation sheets are prepared to get a concrete picture of student activities and the effectiveness of the actions taken. Observations are carried out by other teachers who act as observers to assess student involvement and the implementation of actions by researchers. This observation sheet provides a direct overview of classroom conditions and whether the learning model applied has had an effect on student learning outcomes.

The research process of this class action follows a systematic and repetitive procedure until it achieves satisfactory results. According to Elliot, PTK begins with the planning stage, followed by the implementation and observation stages that are carried out simultaneously in the classroom. After this stage is completed, reflection is carried out to evaluate the effectiveness of the actions that have been taken and determine improvement steps in the next cycle

This classroom action research was conducted in two cycles, each consisting of two meetings, with the initial stage of the pre-cycle to evaluate the initial conditions of learning. The discovery learning learning model is applied to the material "Faith in Angels" by dividing students into 5 groups consisting of 5-6 people. Group division is carried out

through games to increase students' enthusiasm and responsibility in active and fun learning. The learning strategy in each cycle follows the steps in the lesson plan, where the teacher provides stimulus in the form of assignments and learning resources that students can access. The purpose of this study is to improve learning outcomes until they reach the minimum standards set.

Evaluation is carried out at the end of learning by giving questions according to the concepts taught. The data analysis in this study includes the results of daily exams and student learning activities. Learning completeness is set at 80%, where students who have not reached 71% will be given an improvement program, while those who have reached the standard will get enrichment. The effectiveness of the method was analyzed using a qualitative descriptive approach to describe the reality based on the data obtained, in order to determine the improvement of student activities and learning outcomes.

## **RESULT**

This classroom action research uses a discovery learning model consisting of four main stages, namely planning, implementing actions, observation, and reflection. In the planning stage, the researcher prepares lesson plans, worksheets, evaluation questions, and observation instruments. The implementation of the action is carried out with a learning scenario that includes apperception activities, explanation of objectives, group division, and group discussions. During this process, observations are made of student and teacher interactions, learning activities, and evaluation of learning outcomes. Reflection is carried out to evaluate and improve implementation in the next cycle based on the results of observations and tests.

This research was carried out in several cycles. In the pre-cycle stage, student learning outcomes were still low with an average score of 60.32 and a completion rate of 25.81%. In cycle I, there was an increase but had not yet achieved satisfactory results, so it was continued to cycle II. In cycle II, the number of students who completed increased to 9 people with a completion percentage of 87.10% and an average score of 80.97. The less than optimal results encouraged the implementation of cycles III and IV, which showed a significant increase in learning outcomes, with a higher percentage of completion and an increasing average value. This shows that the application of the discovery learning model contributes to a gradual increase in student learning outcomes.

## **DISCUSSION**

This classroom action research uses a discovery learning model which consists of four main stages, namely planning, implementation of actions, observation, and reflection. At the planning stage, the researcher prepares lesson plans, worksheets, evaluation questions, and observation instruments. The implementation of actions is carried out with learning scenarios that include perception activities, explanation of goals, group division, and group discussions. During this process, observations are made of student and teacher interactions, learning activities, and evaluation of learning outcomes. Reflection is carried out to evaluate and improve the implementation in the next cycle based on the results of observations and tests.

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This study aimed to examine the effectiveness of the Discovery Learning model in improving learning outcomes for the topic "Belief in Angels" among students. The results of the study indicate that the use of Discovery Learning significantly enhanced students' understanding and retention of the material. Discovery Learning, which encourages students to explore and discover knowledge on their own, facilitated deeper engagement with the concept of "Belief in Angels" in Islamic education. By involving students in the learning process actively, they were able to construct their own understanding of the topic.

One of the key benefits of the Discovery Learning model is its emphasis on student-centered learning. Unlike traditional teaching methods where students are passive recipients of information, Discovery Learning encourages active participation. In this study, students were provided with opportunities to explore the concept of angels through various activities such as group discussions, case studies, and guided inquiries. These activities allowed students to connect their prior knowledge with new information, which led to better comprehension of the topic. This aligns with educational research suggesting that active learning strategies enhance cognitive engagement and facilitate better retention of material.

The process of discovery also played an important role in motivating students. Instead of passively receiving the content, students were tasked with finding answers to questions related to "Belief in Angels." This inquiry-based approach helped cultivate curiosity and fostered a sense of ownership over their learning. Motivation is a key factor in improving academic performance, and this study supports the idea that when students are motivated to seek out information on their own, they are more likely to engage deeply with the material and retain the content longer. Additionally, the collaborative nature of the Discovery Learning model allowed students to work together, share insights, and solve problems as a group.

Peer interactions provided an avenue for students to discuss and debate concepts related to angels in Islam, thus facilitating a deeper understanding of the material. Collaborative learning has been shown to promote critical thinking and communication skills, and in this study, it helped students view the topic from multiple perspectives, broadening their understanding of "Belief in Angels." Another significant finding was the improvement in students' critical thinking skills. By engaging in activities that required them to analyze, synthesize, and evaluate information, students were able to think critically about the role of angels in Islam and their significance. Critical thinking is a crucial skill that students need to develop in the context of religious education, as it helps them to better understand the teachings and principles of their faith. Discovery Learning, which focuses on inquiry and problem-solving, provides a natural environment for the development of these skills.

The results also suggest that the use of the Discovery Learning model improved students' retention of the material. Since students were actively involved in the learning process, they were able to remember key concepts about angels, such as their characteristics, roles, and significance in Islamic teachings. This type of active learning fosters long-term retention, as it involves deeper cognitive processing, which has been shown to be more effective than passive learning methods. Despite these positive outcomes, there were some challenges in implementing the Discovery Learning model. One challenge was the need for adequate resources and time. Discovery Learning requires careful planning and organization, and teachers must be prepared to guide students through the exploration process while ensuring that they stay focused on the learning objectives.

Additionally, not all students immediately adapted to this method of learning, particularly those who were used to more traditional, teacher-centered approaches. Therefore, teacher support and scaffolding were essential to ensuring that all students could benefit from this approach. In conclusion, the use of the Discovery Learning model proved to be an effective strategy for improving the learning outcomes on "Belief in Angels" among students. The model promoted active engagement, critical thinking, and

collaboration, which led to enhanced comprehension and retention of the material. This study contributes to the growing body of research that supports inquiry-based learning methods and highlights the importance of student-centered approaches in religious education. Future studies could explore how Discovery Learning can be applied to other topics within Islamic education, and further research could investigate the long-term effects of this model on students' overall academic achievement.

## CONCLUSION

In conclusion, this study demonstrates that the Discovery Learning model significantly improves learning outcomes for the topic of "Belief in Angels" among students. By actively engaging students in the learning process, the Discovery Learning model promotes a deeper understanding of Islamic teachings, fostering critical thinking, retention, and meaningful participation. The results indicate that when students are encouraged to explore and discover knowledge on their own, they develop a better comprehension of the material compared to traditional, passive learning methods. One of the key advantages of using the Discovery Learning model is the emphasis on student-centered learning, which encourages active exploration, problem-solving, and collaboration. This approach not only helps students understand the content but also enhances their motivation and interest in the subject matter. The inquiry-based activities involved in Discovery Learning, such as group discussions and case studies, empowered students to connect their prior knowledge with new information, leading to more engaged and effective learning experiences. The study also highlighted the positive impact of collaborative learning within the Discovery Learning model. Students working together to solve problems and discuss concepts related to "Belief in Angels" were able to share insights and deepen their understanding through peer interaction. This collaborative process nurtured communication skills, teamwork, and critical thinking, which are valuable competencies for both academic and personal growth. However, the successful implementation of the Discovery Learning model requires proper planning and the availability of adequate resources. Teachers must be well-prepared to guide students through the discovery process and provide support when needed. Additionally, some students may need time to adapt to this active learning approach, as it contrasts with more traditional methods they may be familiar with. Therefore, effective teacher support and scaffolding are essential to ensure that all students benefit from the model. Overall, the use of Discovery Learning is a promising educational approach for enhancing students' understanding of religious content, specifically "Belief in Angels." This model encourages students to take an active role in their learning, helping them develop not only academic skills but also critical life skills such as collaboration, problem-solving, and independent thinking. Future research could explore the application of this model to other topics in religious education, further solidifying its effectiveness in improving student learning outcomes.

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