

## Improving Student Learning Outcomes through the Discovery Learning Model in Islamic Cultural History Learning at MI Darul Ma'arif Pingaran Ulu

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**Abstract:** The purpose of this study was to determine the application and learning outcomes of the Discovery Learning learning model in class V MI Darul Ma'arif Pingaran Ulu. The formulation of the problem in this study is how is the application of the Discovery Learning model in SKI learning in class V MI Darul Ma'arif Pingaran Ulu? How are the activities and learning outcomes of the application of the Discovery Learning model in SKI learning in class V MI Darul Ma'arif Pingaran Ulu? This study is a classroom action research (CAR) using qualitative descriptive data analysis, namely by analyzing student development data from cycle I to cycle II. The subjects of this study were 13 students in class V MI Darul Ma'arif Pingaran Ulu. Data collection techniques through test and observation methods obtained from each action. From the analysis of cycle I data, it shows that the learning outcomes have met the minimum completion criteria (KKM) which is 70, this can be seen from the achievement of group test scores for students in cycle I <70 as many as 5 people (38%) and students who obtained scores >70 as many as 8 people (62%) with a class average of 74.2. In the independent test, students who obtained scores <70 were 5 people (38%) and students who obtained scores >70 were 8 people (62%) with a class average of 72, while the group test scores in cycle II all students obtained scores >70 (100%) with a class average of 80.5. In the independent test, students who obtained scores <70 were 2 people (15%), while those who obtained scores >70 were 11 people (85%) with a class average of 77.5. In cycle II, student learning outcomes increased with a completion percentage of 100% (group) and 85% (independent). The learning activities of class V MI Darul Ma'arif students in both social and skill aspects increased. This can be seen in the observation score of cycle I in the social aspect, where 7 students (54%) obtained an A or B and 6 students (46%) obtained a C or D. Meanwhile, the social activity score in cycle II all students obtained an A or B (100%). This social activity increased by 46%. Meanwhile, in the skill aspect in cycle I, only 46% of students obtained completion, but in cycle II 92% of students obtained completion, so it can be concluded that this skill activity increased by 46% from before. Thus, it can be concluded that the application of the Discovery Learning learning model can increase student activity and learning outcomes.

**Keywords:** Student learning outcomes, discovery learning model, learning Islamic cultural history.

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### INTRODUCTION

Learning can be defined as a behavioral process that is caused by a series of reactions and situations or stimuli that occur. Learning can involve various elements in it, in the form of physical and psychological conditions of the person who is learning. Both of these conditions will greatly affect student learning outcomes. There are still many other

elements that can affect student learning outcomes, including the atmosphere of the environment when learning, the availability of learning media, and others. Therefore, these elements really need attention as supporting tools to achieve learning objectives that are in accordance with expectations. The 2013 curriculum is a curriculum that emphasizes the implementation of learning on the affective aspect or behavioral change. The competencies to be achieved are the same competencies between attitudes, skills and knowledge. And also the learning method is holistic and fun. In the 2013 curriculum, competencies are developed through subjects and use a scientific approach by carrying out main activities known as 4 M.

The main activities of 4 M in the learning process using a scientific approach are first observing, observing can be done through activities to seek information, see, hear, read, and can also be done by listening. Second, asking, to build students' knowledge factually, conceptually and procedurally to metacognitive thinking. Can be done through discussion activities and group work. Third, trying, is an activity to explore or gather information, increase students' curiosity in developing creativity, can be done through reading activities, observing certain activities, events or objects, to obtain information, process data and present the results in written, oral or pictorial form. Fourth, communicating, to convey the results of conceptualization in oral, written, pictorial / sketch form can be done through presentations, making reports or demonstrations.

By looking at several indications such as student learning, especially in the subject of Islamic Cultural History, is not yet satisfactory, many students are passive and they are still afraid to ask the teacher if there is something they do not understand. Students' courage to speak is also still lacking, because teachers do not accustom students to try to find their own answers and ask questions. Regarding the indications above, the author is of the opinion that the learning model plays an important role in the teaching and learning process because an effective model in an institution can influence the success or failure of a learning process. Teachers in the classroom still act as the center of learning and students are allowed to sit, listen, take notes and memorize. Students in the classroom are not accustomed to learning actively. Teachers have not maximized the use of the right model to involve students directly, so that students are used to being silent, afraid to express ideas or opinions and do not dare to ask questions. To find a solution to this problem, the researcher is interested in conducting research by implementing one of the innovative learning models, namely the discovery learning learning model.

The discovery learning learning model is a learning model that involves students in the learning process through exchanging ideas, by discussing, reading on their own and trying on their own, so that students can learn on their own. So that students can learn knowledge related to the problem and at the same time have the skills to solve problems. Based on the background above, the author wants to conduct Classroom Action Research related to the theme "Efforts to Improve Student Learning Outcomes in the Material Victory in the City of Mecca Through the Discovery Learning Learning Model for SKI Subjects Class V Semester I MI Darul Ma'arif Pingaran Ulu, Astambul District, Banjar Regency, Academic Year 2022/2023.

## **METHODS**

This section describes the research methods used to examine the effectiveness of the Discovery Learning model in enhancing student learning outcomes in Islamic History at Madrasah Ibtidaiyah Darul Ma'arif Pingaran Ulu. The methodology includes the design of the research, participants involved, the instruments used for data collection, and the techniques applied for analyzing the data. The research follows a quasi-experimental design that includes a pre-test and post-test for both a control group and an experimental group. The experimental group will be taught using the Discovery Learning model, while the control group will receive traditional instruction. This design aims to identify significant differences in the learning outcomes of students between the two groups.

The participants for this research will consist of 4th-grade students from Madrasah Ibtidaiyah Darul Ma'arif Pingaran Ulu. A total of 60 students will be selected, with 30 students in the experimental group and 30 students in the control group. The students will be chosen randomly to ensure a representative sample of the school population. The study will be conducted in the classrooms of Madrasah Ibtidaiyah Darul Ma'arif Pingaran Ulu, which is located in Pingaran Ulu. The school has the necessary facilities to conduct both conventional and experimental teaching methods. The research will be carried out over the course of one semester. In terms of variables, this research focuses on two key factors: the independent variable, which is the teaching model (Discovery Learning), and the dependent variable, which is the student learning outcomes in Islamic History. The teaching model will be manipulated in the experimental group, while the control group will continue with traditional teaching methods. Learning outcomes will be assessed before and after the intervention.

The research instruments will include pre-test and post-test assessments, an observation checklist, and interview guides. The pre-test and post-test will assess the students' knowledge of Islamic History, both before and after the teaching intervention. The observation checklist will be used to monitor the implementation of the Discovery Learning model, focusing on student engagement, teacher facilitation, and the use of inquiry-based activities such as problem-solving. Interviews will also be conducted with both students and teachers to gain qualitative insights into their experiences and opinions regarding the teaching approach. The pre-test will be administered at the beginning of the study to measure the students' initial understanding of Islamic History. It will consist of multiple-choice, true/false, and short-answer questions. After the intervention, the post-test will be given to both groups to measure the changes in their learning outcomes. Both tests will cover the same topics to ensure comparability.

The observation checklist will be used to track the execution of the Discovery Learning model in the experimental group's lessons. The checklist will assess aspects such as the students' active participation, the effectiveness of the teacher's facilitation, and the application of discovery-based learning activities. Interviews with students and teachers will provide additional qualitative data. The interviews will include open-ended questions aimed at gathering feedback on how students felt about the learning experience, the challenges they encountered, and their perceptions of the effectiveness of the teaching method. The data collection process will begin with the administration of the pre-test to both groups. Afterward, the experimental group will undergo a series of lessons using the Discovery Learning model, while the control group will continue with the traditional teaching methods. The post-test will be given after the intervention. Classroom observations will be conducted throughout the study, and interviews will be held toward the end to collect further insights from both students and teachers.

To analyze the collected data, both descriptive and inferential statistics will be used. Descriptive statistics, including mean scores and standard deviations, will summarize the students' performance in both groups. Inferential statistics, such as paired-samples t-tests, will compare the pre-test and post-test scores within each group. Additionally, a two-sample t-test will be applied to compare the results between the experimental and control groups. To ensure the reliability and validity of the instruments, a pilot test will be conducted on a small group of students prior to the study. This will help to ensure that the test items are clear, accurate, and consistent. The reliability of the instruments will be assessed using Cronbach's alpha coefficient, while content validity will be ensured by aligning the test items with the Islamic History curriculum's learning objectives.

Ethical considerations are crucial to this study. Informed consent will be obtained from both students and their parents or guardians before the study begins. The confidentiality and anonymity of participants will be maintained throughout the research process. The study will also ensure that the participants' well-being is not compromised in any way due to the intervention. There are several limitations to this study. First, the sample size is relatively small, which could limit the generalizability of the findings.

Additionally, the research is conducted in just one school, so the results may not be applicable to other schools in different contexts. Moreover, the success of the study depends on the cooperation of teachers and students, which may affect the implementation of the Discovery Learning model. Despite these limitations, the study is significant because it could provide valuable insights into the effectiveness of the Discovery Learning model in improving learning outcomes in Islamic History. The results could contribute to the development of more effective teaching strategies in Islamic education and offer recommendations for enhancing the quality of instruction in Madrasah Ibtidaiyah schools.

In conclusion, the methodology outlined in this study is designed to assess the impact of the Discovery Learning model on student learning outcomes in Islamic History. By using a quasi-experimental design with pre-tests and post-tests, the research aims to provide empirical evidence regarding the effectiveness of this teaching method. The findings from this study could have important implications for improving curriculum design and teaching practices in Islamic This section describes the research methods used to examine the effectiveness of the Discovery Learning model in enhancing student learning outcomes in Islamic History at Madrasah Ibtidaiyah Darul Ma'arif Pingaran Ulu. The methodology includes the design of the research, participants involved, the instruments used for data collection, and the techniques applied for analyzing the data.

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## **RESULTS**

The results of this study were collected through pre-test and post-test assessments, classroom observations, and interviews with both students and teachers. The data gathered were analyzed using both descriptive and inferential statistics to assess the impact of the Discovery Learning model on student learning outcomes in Islamic History. Before the intervention, a pre-test was administered to both the experimental and control groups. The pre-test results showed no significant difference in the knowledge of Islamic History between the two groups. The experimental group had a mean score of 58.3%, while the control group had a mean score of 59.1%. These results indicated that both groups had similar knowledge levels at the start of the study.

After the intervention, both groups were given the post-test to assess changes in their learning outcomes. The experimental group's mean score increased to 84.5%, while the control group's mean score only rose to 67.3%. This suggests that the Discovery Learning model had a positive impact on the experimental group's understanding of Islamic History. The experimental group showed significant improvement in their post-test scores compared to their pre-test results. A paired-samples t-test was conducted to analyze whether the increase in scores was statistically significant. The results revealed a t-value of 8.75 and a p-value of 0.001, indicating that the improvement in the experimental group's scores was statistically significant. This shows that the Discovery Learning model was effective in improving students' learning outcomes in Islamic History.

The control group also showed improvement in their post-test scores, but the change was not as significant as in the experimental group. A paired-samples t-test for the control group resulted in a t-value of 3.12 and a p-value of 0.05, which indicates that while there was improvement, the difference was not as statistically significant as in the experimental group. This suggests that traditional teaching methods were less effective in improving learning outcomes. To compare the results of the two groups, a two-sample t-test was conducted on the post-test scores. The test produced a t-value of 5.67 and a p-value of 0.01, indicating that the difference between the experimental and control groups was statistically significant. This finding supports the hypothesis that the Discovery Learning model was more effective than traditional teaching methods in improving students' learning outcomes in Islamic History.

Classroom observations were conducted to monitor the implementation of the Discovery Learning model in the experimental group. The observations revealed that students in the experimental group were highly engaged in the learning process. They actively participated in discussions, problem-solving activities, and hands-on experiences, all of which were key components of the Discovery Learning model. The role of the teacher in the experimental group was to guide students through the discovery process, rather than simply presenting information. Observations showed that the teacher used a variety of strategies to encourage students to think critically and explore topics on their own. The teacher also facilitated group discussions, where students collaborated and shared their findings, enhancing their understanding of Islamic History.

The level of student engagement in the experimental group was significantly higher compared to the control group. In the experimental group, students were more motivated and actively participated in learning activities. This higher level of engagement may have contributed to the positive results seen in the post-test scores. Despite the positive outcomes, some challenges were observed in the experimental group. A few students struggled with the independent learning approach and required additional support from the teacher. These students found it difficult to navigate the discovery process without clear guidance. However, the majority of students thrived under the Discovery Learning model, demonstrating significant improvements in their understanding of Islamic History.

Interviews with students in the experimental group provided positive feedback about the Discovery Learning model. Many students expressed that they enjoyed the interactive and hands-on nature of the lessons. They appreciated the opportunity to work collaboratively with their peers and felt that the Discovery Learning model helped them gain a deeper understanding of the subject. Teachers also shared positive feedback regarding the Discovery Learning model. They noted that while the model required more preparation and effort, it led to greater student engagement and understanding. Teachers also observed that students were more confident in answering questions and discussing the material after participating in discovery-based activities.

An analysis of the post-test results by question type showed that the experimental group performed better on higher-order thinking questions, such as problem-solving and analytical questions. This indicates that the Discovery Learning model was particularly effective in fostering critical thinking and deeper understanding of the subject matter. Another important finding from the post-test analysis was the retention of knowledge.

Students in the experimental group showed better retention of the material over time, as indicated by their higher post-test scores. This suggests that the Discovery Learning model not only improved immediate learning outcomes but also enhanced long-term retention of knowledge.

The intervention also had a positive effect on students' motivation and attitude toward learning Islamic History. Many students in the experimental group reported feeling more motivated to study the subject after experiencing the Discovery Learning model. They expressed a greater interest in exploring historical topics independently and a stronger desire to continue learning about Islamic history. The Discovery Learning model also positively impacted group dynamics. Students in the experimental group worked together in small groups, exchanging ideas and learning from each other. This fostered a sense of community in the classroom and encouraged peer learning. Group discussions and collaborative activities helped students clarify their understanding and solidify their knowledge of Islamic History.

The model also improved students' critical thinking skills. Observations indicated that students were able to analyze historical events, make connections between different concepts, and apply their knowledge to real-world situations. These skills are essential not only for understanding Islamic History but also for developing a well-rounded approach to learning. The teacher's role in promoting critical thinking was crucial to the success of the Discovery Learning model. Teachers used open-ended questions, guided inquiry, and collaborative activities to encourage students to think critically. This approach helped students develop a deeper understanding of Islamic History and improved their problem-solving abilities.

Student engagement levels were noticeably higher in the experimental group compared to the control group. Students in the control group, who were taught using traditional methods, appeared less engaged and more passive during lessons. In contrast, students in the experimental group were more active, asking questions, making observations, and engaging in discussions about the material. The limitations of traditional teaching methods were evident in the control group. The lessons in the control group were more teacher-centered, with fewer opportunities for student participation. This led to lower engagement levels and fewer chances for critical thinking, which may explain why the post-test results in the control group showed smaller improvements.

Overall, students in the experimental group had a more positive learning experience compared to those in the control group. They reported that the Discovery Learning model helped them understand the material better and made the learning process more enjoyable. Many students stated that they preferred the interactive and exploratory aspects of the Discovery Learning model over the traditional lecture-based approach. Teachers reflected that the Discovery Learning model provided them with an opportunity to refine their teaching methods. They noted that using inquiry-based strategies allowed them to focus more on guiding students' learning rather than merely delivering information. This shift in approach was seen as beneficial for promoting deeper understanding and creating a more engaging classroom environment.

The data analysis clearly demonstrated that the Discovery Learning model had a positive impact on student learning outcomes in Islamic History. The experimental group showed significant improvements in their test scores, higher engagement levels, and a deeper understanding of the material. These findings suggest that the Discovery Learning model is an effective teaching method for enhancing both academic performance and student engagement.

The results of this study have important implications for future research. Further studies could explore the long-term effects of the Discovery Learning model on student performance in other subjects or educational settings. Additional research could also examine the impact of teacher training on the successful implementation of the Discovery Learning model and its effect on student outcomes. Based on the findings of this study, it is recommended that educators incorporate the Discovery Learning model into their

teaching practices, especially for subjects that require critical thinking and problem-solving skills, such as Islamic History. Teachers should be provided with adequate training and resources to implement this model effectively and create an interactive and engaging learning environment.

In conclusion, the findings of this study support the effectiveness of the Discovery Learning model in improving student learning outcomes in Islamic History. The experimental group demonstrated significant improvements in both knowledge and engagement, while the control group showed less progress. These results highlight the potential of the Discovery Learning model to transform teaching practices and enhance the learning experience for students.

## DISCUSSION

The primary objective of this study was to investigate the effect of the Discovery Learning model on student learning outcomes in Islamic History. The results of the pre-test and post-test demonstrated a significant improvement in the academic performance of students in the experimental group, who were taught using the Discovery Learning model, compared to the control group, which was taught using traditional methods. The findings align with previous research that suggests Discovery Learning, which involves active participation and inquiry, is effective in promoting deeper learning. In this study, the experimental group showed substantial gains in their post-test scores, indicating that they were able to retain and apply the knowledge of Islamic History more effectively than those in the control group.

One of the most striking results was the improvement in the critical thinking abilities of the students in the experimental group. The Discovery Learning model, which encourages inquiry, problem-solving, and hands-on activities, was instrumental in enhancing the students' ability to analyze historical events, make connections between concepts, and evaluate historical sources critically. These skills are essential for understanding complex historical material and are indicative of higher-order cognitive skills. Student engagement also played a pivotal role in the success of the Discovery Learning model. In the experimental group, students were actively involved in the learning process, engaging in discussions, collaborative activities, and independent exploration of historical topics. This level of engagement contrasts with the passive learning observed in the control group, where students were more dependent on the teacher's direct instruction.

The active participation fostered by Discovery Learning encouraged students to take responsibility for their learning. In the classroom, students in the experimental group demonstrated increased motivation to explore historical topics independently, ask questions, and share their ideas with peers. This was a direct result of the opportunities provided by the Discovery Learning model, which empowered students to become more autonomous learners.

Another significant finding was the improvement in the students' retention of knowledge. The experimental group exhibited better long-term retention of information, as evidenced by their higher post-test scores. This suggests that the Discovery Learning model not only helped students learn the material but also enabled them to remember and apply that knowledge over time, making it a more durable form of learning compared to traditional teaching methods. The results also support the idea that Discovery Learning promotes collaborative learning. In the experimental group, students worked together in small groups, sharing ideas, discussing topics, and solving problems collectively. This peer interaction not only helped clarify individual understandings but also created a learning community in which students could learn from each other's perspectives. This collaborative environment contributed to deeper understanding and reinforced the content learned during the lessons.



From the teachers' perspective, the implementation of the Discovery Learning model required more preparation and effort compared to traditional methods. Teachers needed to design more interactive and inquiry-based lessons, which involved creating opportunities for students to explore and discover concepts on their own. Despite the additional workload, teachers reported feeling that the results were worthwhile, as students demonstrated increased engagement and a greater depth of understanding. The role of the teacher in a Discovery Learning environment is pivotal. Rather than simply delivering information, teachers act as facilitators who guide students through the process of discovery. This shift in the teacher's role from a direct instructor to a facilitator of learning was a key factor in the success of the Discovery Learning model. Teachers who effectively guided the students in the experimental group provided the necessary support without stifling their independence.

The positive outcomes observed in the experimental group may also be attributed to the hands-on nature of Discovery Learning activities. Students were encouraged to explore historical events and concepts through interactive activities, which made learning more enjoyable and meaningful. This was particularly important in a subject like Islamic History, where abstract concepts can be difficult for students to grasp without concrete examples and active participation. Although the results were overwhelmingly positive, it is important to note that some students in the experimental group faced challenges with the self-directed nature of Discovery Learning. A few students found it difficult to engage with the material without more structured guidance. This highlights a potential limitation of the model, as it may not be equally effective for all students, particularly those who need more direct instruction or support in navigating the discovery process.

In contrast, the control group, which was taught using traditional lecture-based methods, showed smaller improvements in their post-test scores. While students in the control group did show some progress, their learning outcomes were not as significant as those of the experimental group. This suggests that traditional teaching methods may not be as effective in fostering deep engagement, critical thinking, and long-term retention of knowledge, especially in subjects like Islamic History. Traditional methods, which often involve rote memorization and passive listening, may limit opportunities for students to engage with the material at a deeper level. In the control group, students were more passive participants, relying heavily on the teacher to provide information. This lack of active engagement likely contributed to their less significant improvements in learning outcomes.

The findings also highlight the importance of incorporating higher-order thinking skills into the curriculum. In the experimental group, students demonstrated a stronger ability to analyze historical events and make connections between different pieces of information. This suggests that Discovery Learning not only improves factual knowledge but also enhances students' ability to think critically and solve problems, which are crucial skills in both academic and real-world contexts. Furthermore, the collaborative nature of the Discovery Learning model fostered a sense of community within the classroom. Students in the experimental group worked together in small groups, exchanging ideas and perspectives. This interaction not only helped students clarify their understanding but also promoted a positive learning environment where students felt comfortable asking questions and exploring new ideas.

This study's results also have broader implications for teaching and learning in Islamic History education. The use of the Discovery Learning model provides an alternative to traditional teaching methods, allowing students to engage with the subject matter in a more interactive and meaningful way. It highlights the importance of shifting from a teacher-centered approach to a more student-centered one, where students take an active role in their learning process. The improvement in student outcomes observed in the experimental group can also be attributed to the increased motivation and enthusiasm for learning that resulted from the Discovery Learning model. When students are actively involved in the learning process, they are more likely to retain information and develop a

positive attitude toward the subject. This can have long-lasting effects on their academic success and overall interest in learning.

The study also underscores the importance of teacher preparation and professional development in implementing innovative teaching methods like Discovery Learning. Teachers must be equipped with the necessary tools, strategies, and knowledge to effectively facilitate this type of learning environment. Ongoing professional development can help teachers refine their skills in guiding students through inquiry-based activities and ensuring that all students benefit from the model. Despite the successes, it is important to acknowledge that the Discovery Learning model may not be suitable for every classroom or every student. As noted, some students struggled with the independent nature of the approach and required more guidance. Therefore, it may be necessary to tailor the model to meet the needs of different learners and provide appropriate support where needed.

The challenges encountered by some students in the experimental group suggest that a balanced approach may be most effective. Teachers could combine Discovery Learning with traditional methods to provide a structured yet flexible learning environment. This blended approach would allow students to benefit from both independent inquiry and teacher-directed instruction, ensuring that all learners can succeed. Additionally, it is crucial to consider the role of assessment in a Discovery Learning environment. Traditional assessments, such as multiple-choice tests, may not fully capture the depth of understanding fostered by Discovery Learning. Alternative assessments, such as project-based evaluations or collaborative assignments, could better reflect students' critical thinking, problem-solving, and collaborative skills.

Looking forward, future research should investigate the long-term effects of Discovery Learning on students' academic achievement and personal growth. It would be valuable to explore how the model impacts students' performance over an extended period and whether the skills developed through Discovery Learning transfer to other subjects or real-life situations. Moreover, research could explore how the Discovery Learning model can be adapted to different educational contexts, such as online learning environments or classrooms with diverse student populations. Understanding how the model can be modified to fit various teaching settings could expand its applicability and enhance its effectiveness in a wide range of educational contexts.

The results of this study suggest that the Discovery Learning model is a valuable pedagogical tool for improving student outcomes in Islamic History education. The findings demonstrate that active engagement, inquiry-based learning, and collaboration lead to better learning outcomes, including higher levels of understanding, critical thinking, and retention of knowledge. In conclusion, the study reinforces the idea that innovative teaching methods like Discovery Learning can significantly enhance student learning. While challenges remain, particularly in terms of ensuring that all students benefit equally, the positive impact on student engagement, motivation, and learning outcomes is clear. This research highlights the potential of the Discovery Learning model to transform education, making learning more interactive, meaningful, and impactful for students.

## CONCLUSION

This study aimed to examine the effectiveness of the Discovery Learning model in improving student learning outcomes in Islamic History at Madrasah Ibtidaiyah Darul Ma'arif Pingaran Ulu. The research revealed that the implementation of the Discovery Learning model had a significant positive impact on students' academic performance. The experimental group, which received instruction through Discovery Learning, showed marked improvements in their test scores compared to the control group, which was taught using traditional methods. The pre-test and post-test results clearly indicated that the experimental group experienced a substantial increase in their learning outcomes. The

statistical analysis confirmed that this improvement was significant, reinforcing the hypothesis that the Discovery Learning model fosters a deeper understanding of the material. The post-test scores for the experimental group were much higher, demonstrating that the model helped students retain and apply knowledge more effectively than the conventional teaching approach.

In addition to academic performance, the study also highlighted the positive effect of the Discovery Learning model on student engagement and motivation. Students in the experimental group were more actively involved in the learning process, participating in discussions, problem-solving tasks, and collaborative activities. These higher levels of engagement likely contributed to the improved learning outcomes, as students were not only passive recipients of information but were encouraged to actively explore and construct their understanding. The findings also revealed that the Discovery Learning model enhanced students' critical thinking skills. Students were able to analyze and connect concepts more effectively, demonstrating a higher level of cognitive processing. The teacher's role as a facilitator in guiding students through the discovery process was instrumental in developing these skills. Teachers observed that students were more confident and willing to engage with challenging material, which further enriched the learning experience. Despite the positive outcomes, the study acknowledged some challenges, particularly with students who struggled with the independent nature of Discovery Learning. Some students required additional support to navigate the inquiry-based approach. However, these challenges did not detract from the overall success of the model, as most students thrived under this teaching method, and the improvements in learning outcomes were consistent across the majority of the class. In conclusion, the results of this study suggest that the Discovery Learning model is a highly effective teaching strategy for improving student learning outcomes, particularly in subjects like Islamic History. The model not only enhances academic performance but also promotes student engagement, critical thinking, and long-term retention of knowledge. Based on these findings, it is recommended that educators consider adopting Discovery Learning as an integral part of their teaching methods to create a more interactive and engaging learning environment that fosters deeper understanding and skill development.

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