The Effectiveness of the Discovery Learning Model in Improving Students' Critical Thinking Skills in Fiqh Learning at MTs Raudlatul Ulum Guyangan Trangkil Pati

Najwa ✉, MTs Raudlatul Ulum Guyangan Trangkil Pati, Indonesia

✉ *najwafaqoth@gmail.com*

Abstract: This study aims to explore the effectiveness of the Discovery Learning learning model in improving students' critical thinking skills in the Fiqh subject at MTs Raudlatul Ulum Guyangan Trangkil Pati. The research method used is classroom action research with two implementation cycles, each consisting of planning, implementation, observation, and reflection stages. Data were collected through pre- and post-tests, classroom observations, and interviews with teachers and students. The results of the study indicate that the application of the Discovery Learning learning model can improve students' critical thinking skills. In the first cycle, students showed an increase in participating in group discussions and were able to analyze Fiqh concepts, although some students still had difficulty with the open-ended tasks given. In the second cycle, with the use of more varied multimedia media and more structured assignments, students were more active in participating and were able to analyze and apply Fiqh principles in real-life situations better. Based on the results of the study, it can be concluded that the Discovery Learning model is effective in improving students' critical thinking skills in the Fiqh subject, and makes a positive contribution to the development of high-level thinking skills that can be applied in everyday life.

Keywords: Discovery learning model, critical thinking, fiqh learning.

INTRODUCTION

Learning is understood as an effort by educators to facilitate the process by which students acquire knowledge, skills, and form attitudes and beliefs. This process focuses on interactions between teachers, students, methods, models, curriculum, facilities, and relevant environmental factors to achieve the desired competencies in learning. In the Regulation of the Minister of Education and Culture Number 65 of 2013, it is stated that learning in each educational unit must be carried out in an interactive, inspiring, fun, challenging manner, and encourage students to play an active role, by providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of the child. Each form of learning process has a similar goal, namely to obtain satisfactory results so that students can understand knowledge optimally and develop their thinking skills.

Learning fiqh chapter on zakat requires students to develop high-level thinking skills. High-level thinking skills refer to the ability to link, process, and modify existing knowledge and experience to be able to think critically and creatively, especially in making decisions when facing everyday problems (Soeyono, 2014:35). Previously, Kusumaningrum and Saefudin (2012:23) stated that high critical thinking is one of the

targets of learning that includes logical thinking skills, analytical skills, creativity and the ability to reflect. Therefore, critical thinking skills are one aspect of high thinking skills that are in line with the objectives of learning fiqh chapter zakat. Critical thinking is a very important element for relevant skills in the 21st century and is the basis for common core learning standards (Fortino, 2015: 62). Every student really needs critical thinking to respond to various issues, because by thinking critically, individuals can organize, adjust, change, or improve their way of thinking, so that they can make more appropriate decisions to act. Critical thinking can also be interpreted as the ability to conduct in-depth analysis of a problem. According to Thompson (2011: 2-3), students who have critical thinking skills are those who have great curiosity, so that when involved in critical thinking, these students will continue to try to solve existing problems.

Critical thinking skills have become a major focus in the 2013 curriculum. Students are designed to be accustomed to critical thinking in dealing with the given mathematical challenges. This results in the importance of critical thinking skills for every student to be able to solve problems, especially in mathematics. Cottrel (2005: 4) stated that one of the advantages of critical thinking is the ability to recognize important points in a problem, stay focused, and make careful observations. This aspect is seen as one of the elements that influences student learning achievement. According to Ennis and Noris, a student is considered to have mathematical critical thinking skills if he or she can fulfill several aspects of critical thinking, including basic clarification, basic support, drawing conclusions, further clarification, and strategies and tactics (Nitko, 2011: 237). On the other hand, Facione (2015) stated that there are six factors used to assess critical thinking skills, namely interpretation, analysis, evaluation, inference, explanation, and self-regulation.

Students as the future generation should have solid critical thinking skills as preparation to face competition in a global era filled with challenges. However, the reality shows that the results in mathematics learning, including critical thinking skills, are still very low. According to data from formative assessment results from fiqh subject teachers (2024) regarding the average daily fiqh test scores on zakat on wealth of students from class VIII MTs Raudlatul Ulum for the past three years, the figure is still at an unsatisfactory and inconsistent level, namely with an average result of 60.6 in 2022; 50.24 in 2023; and 62.78 in 2024. This is due to the emergence of HOTS (High Order Thinking Skills) questions in the assessment which continue to increase every year. From this data, it can be concluded that class VIII MTs Raudlatul Ulum students in general have not been able to demonstrate adequate high-level thinking skills, including in terms of critical thinking regarding the issue of zakat mal.

The low critical thinking capacity is caused by several problems in learning Islamic jurisprudence on zakat mal. Research shows that the learning situation of Islamic jurisprudence on zakat mal tends to focus on the teacher (Ahmatika, 2016), students are not accustomed to handling open-ended questions (Saputri and Sari, 2018), and the assessments carried out emphasize aspects of knowledge that are memorization. Meanwhile, aspects related to problem-solving skills through critical thinking skills are rarely applied (Rositawati, 2018). In line with that, Ratna, Hobri, and Arif (2016) stated that the low critical thinking ability is caused by a learning approach that does not provide opportunities for students to develop critical thinking skills, as well as minimal variation in the learning process which results in students having difficulty solving problems calculating zakat mal given by the teacher. Given the existing challenges and considering the importance of critical thinking skills in learning Islamic jurisprudence on zakat mal for students, teachers are required to innovate in their teaching methods. This is in line with Pohan's statement (2019:56) which emphasizes that teachers must design a more meaningful learning process by utilizing innovative and interesting teaching models to motivate students. In addition, it is important for students not to just memorize, but also to be able to hone their thinking skills, especially critical thinking. On the other hand, Rahma, et al. (2018:89) explain that a learning atmosphere that supports the development

of thinking skills is one that allows students to freely express their opinions in learning activities and solve mathematical problems with methods they develop themselves. One learning approach that has these features is the discovery learning model. According to Priansa (2015:12), the discovery learning model is a strategy that forms a learning environment where students are actively and independently involved in finding concepts or theories, understanding, and problem solving, with the teacher as a mediator and supporter. Furthermore, Dewey and Piaget (Qorriah, 2011:54) state that discovery learning includes approaches and learning models that focus on opportunities for students to be directly involved in the learning process. This is in line with Aan's explanation (2012) which states that discovery learning is a model that guides students in activities that allow them to develop science process skills, where students are encouraged to independently discover and explore something about science concepts, so that the knowledge and skills they have are the result of their own discoveries, not just memorization.

The discovery learning model can empower students through problem-solving activities, independent learning, critical thinking, and understanding and learning in creative ways (Akinbobola & Afolabi, 2010). In implementing the discovery learning model, teachers strive to build foundations and develop scientific mindsets. Students are placed as active participants in the learning process, while the role of the teacher in this model is as a guide and facilitator. In this approach, the learning process is not entirely left to students; they will observe, analyze, and evaluate the information they get, while the teacher remains involved as a supporter when students need it. The advantage of the discovery learning model is its ability to increase student learning motivation and stimulate curiosity. Activities in discovery learning do not only focus on memorizing, so that concepts and principles can be remembered longer. However, the weakness is that students tend to be individualistic because discoveries are made independently. Students with high abilities are not willing to share knowledge with students with lower abilities.

Based on the shortcomings of the existing discovery learning model, researchers modified the model by grouping students and giving students the freedom to express their opinions. This grouping includes dividing groups based on high, low, or medium ability levels. It is hoped that students can communicate with classmates to find solutions to various problems. At the presentation stage, students present the results of their group discussions. In this phase, students not only explain their findings, but can also exchange ideas with other groups, so that the understanding they build themselves will be more deeply rooted. Learning with the discovery learning approach is considered appropriate because it can provide students with the ability to research and knowledge, accompanied by the ability to understand, write, work together, and think critically, creatively, and innovatively, and can support the development of learning interests and motivation. Through an inquiry-based learning process, students will better understand concepts, help their memory, and services in new learning processes and improve their critical thinking skills (Sutama, 2014: 5). Given the issues that have been expressed, the development of learning models is a crucial thing that needs to be done by teachers. It is expected that the discovery learning model developed can improve critical thinking skills in mathematics, because students will better understand basic concepts.

By considering the explanation above, the researcher feels the need to conduct research with a focus on the topic "The Effectiveness of the Discovery Learning Model in Improving Students' Critical Thinking Skills on the Material of Zakat Mal Fiqh Class VIII MTs Raudlatul Ulum Guyangan Trangkil Pati."

METHODS

This study aims to investigate the effectiveness of the Discovery Learning model in enhancing students' critical thinking skills in Fiqh lessons at MTS Raudlatul Ulum Guyangan Trangkil Pati. The research method used in this study is Classroom Action

Research (CAR), which was conducted in two cycles. Each cycle includes planning, implementation, observation, and reflection stages to analyze and improve the learning process. The study focuses on students' critical thinking abilities, engagement, and understanding of Fiqh concepts through the application of the Discovery Learning model. The research was conducted using a qualitative and quantitative approach. The qualitative data were gathered through observation, interviews, and reflections, while the quantitative data were collected through pre-tests and post-tests to measure the improvement in students' critical thinking abilities. This mixed-method approach allows for a comprehensive understanding of the research problem from multiple perspectives.

The study was conducted in two cycles, with each cycle involving the implementation of the Discovery Learning model in Fiqh lessons. The first cycle focused on introducing the model and evaluating its initial effects on student engagement and critical thinking skills, while the second cycle focused on refining the teaching methods and strategies based on the findings of the first cycle. The research was conducted over a period of several weeks, with the duration of each cycle being approximately two weeks. The participants in this study were students of MTS Raudlatul Ulum Guyangan Trangkil Pati, specifically those enrolled in Fiqh classes. The sample consisted of 30 students, selected based on their willingness to participate in the study. The class was chosen because it provides an opportunity to observe the impact of the Discovery Learning model on the development of critical thinking skills in religious education.

The teacher of the Fiqh subject also participated in the study. The teacher was responsible for implementing the Discovery Learning model in the classroom and collecting data on student performance throughout the study. The teacher was also actively involved in the reflection and evaluation process to identify areas for improvement in the teaching and learning process. The Discovery Learning model was implemented in two cycles. In the first cycle, the teacher introduced the core concepts of Fiqh through guided discovery activities. Students were presented with real-world problems or case studies related to Islamic law, and they were asked to work in groups to find solutions. This approach encouraged students to explore the material independently, ask questions, and engage in critical thinking.

Students were also encouraged to relate the material to their own experiences and perspectives. The teacher provided minimal guidance during the discovery process, allowing students to arrive at conclusions on their own. This method was designed to stimulate students' curiosity and promote self-directed learning, which is a central component of the Discovery Learning model. During the second cycle, the teacher refined the implementation of the model based on the reflections and observations from the first cycle. More structured guidance was provided to students to help them focus their thinking and ensure that they were engaging critically with the material. The teacher also incorporated multimedia resources, such as videos and interactive simulations, to enhance students' understanding of Fiqh concepts and to further engage their critical thinking abilities.

Data collection was conducted through a combination of qualitative and quantitative methods. The primary sources of qualitative data were classroom observations, interviews with students and the teacher, and student reflections on their learning experiences. Observations were made during the lessons to monitor student engagement, participation, and the development of critical thinking skills.

In addition to qualitative data, quantitative data were collected through pre-tests and post-tests. The pre-test was administered at the beginning of the study to assess students' initial understanding of Fiqh concepts and their critical thinking abilities. The post-test was given at the end of the second cycle to evaluate any improvements in students' understanding and critical thinking skills. The tests included multiple-choice questions, short-answer questions, and open-ended questions that required students to analyze and apply the Fiqh concepts they had learned.

The results of the pre-tests and post-tests were compared to measure the effectiveness of the Discovery Learning model in improving students' critical thinking skills. This analysis allowed for a clear comparison of student performance before and after the implementation of the model, providing valuable insights into the impact of the teaching method. The data collected were analyzed using both qualitative and quantitative techniques. Qualitative data were analyzed thematically to identify common patterns and themes related to student engagement, participation, and the development of critical thinking skills. The interviews and reflections from students and the teacher were transcribed and analyzed to gain insights into the students' experiences with the Discovery Learning model.

Quantitative data were analyzed using descriptive statistics to calculate the mean scores of the pre-tests and post-tests. A paired-sample t-test was conducted to determine whether there was a significant difference between the students' scores before and after the implementation of the Discovery Learning model. The results of this analysis provided a clear indication of the effectiveness of the model in improving students' critical thinking skills. After each cycle, the research team, including the teacher, conducted a reflective evaluation of the teaching process. This reflection process allowed for the identification of strengths and weaknesses in the implementation of the Discovery Learning model. The team discussed the challenges faced during the lessons, such as time constraints, student resistance to active learning, or issues with group dynamics, and made adjustments for the next cycle.

In the first cycle, the main challenge was ensuring that all students actively participated in the discovery activities. Some students were more passive and hesitant to engage in the group discussions. In the second cycle, the teacher implemented strategies to encourage greater participation, such as assigning specific roles within the groups and using more structured prompts to guide the discussions. These adjustments were aimed at creating a more inclusive and effective learning environment. The teacher also reflected on the use of multimedia resources during the second cycle. While the videos and interactive simulations enhanced students' understanding, some students struggled to make connections between the multimedia content and the Fiqh concepts being taught. In the next iteration, the teacher decided to integrate more discussion-based activities after using the media to ensure that students could critically analyze and reflect on what they had learned.

This study adhered to ethical guidelines to ensure the protection of participants' rights and well-being. Informed consent was obtained from both the students and the teacher prior to the study. Students were assured that their participation was voluntary and that they could withdraw at any time without penalty. Additionally, the data collected were kept confidential and were used solely for the purposes of the research. The researcher also ensured that the students' learning experiences were not negatively affected by the study. The teacher continued to provide support and guidance throughout the study, and the Discovery Learning model was implemented in a way that prioritized students' learning and development. The students' comfort and safety were given the highest priority during the research process.

There were some limitations to this study. First, the research was conducted with a relatively small sample size, which may limit the generalizability of the findings. Future studies could expand the sample size to include more students from different educational institutions to provide a broader perspective on the effectiveness of the Discovery Learning model. Second, the study was conducted over a relatively short period, which may not allow for long-term measurement of the impact of the Discovery Learning model on critical thinking skills. Future research could investigate the long-term effects of the model by conducting follow-up assessments several months after the implementation of the model.

Additionally, while the study focused on Fiqh lessons, it would be valuable to examine the effectiveness of the Discovery Learning model in other subjects to determine

whether the approach has universal applicability across different areas of study. In conclusion, the Discovery Learning model proved to be an effective teaching method for enhancing students' critical thinking skills in Fiqh lessons at MTS Raudlatul Ulum Guyangan Trangkil Pati. Through active participation, guided discovery activities, and the use of multimedia resources, students demonstrated improvements in their ability to analyze and apply Fiqh concepts. The combination of qualitative and quantitative data analysis provided strong evidence of the model's effectiveness. The findings of this study suggest that the Discovery Learning model can be a valuable tool for fostering critical thinking and problem-solving skills in students. The model encourages students to become active learners, promoting a deeper understanding of the material and enhancing their ability to think critically. The study also highlights the importance of ongoing reflection and adjustment in the teaching process to ensure that the model is implemented effectively and that students are fully engaged in the learning process.

RESULTS

The findings of this study demonstrate the positive impact of the Discovery Learning model on enhancing students' critical thinking skills in Fiqh lessons at MTS Raudlatul Ulum Guyangan Trangkil Pati. Data collection was done over two cycles, and both qualitative and quantitative analyses were used to assess improvements in the students' ability to think critically and engage with the content. The results from the two cycles are presented below, illustrating the effectiveness of the Discovery Learning model. In the first cycle, the Discovery Learning model was introduced to students in Fiqh lessons. The model involved guiding students through discovery activities where they explored Islamic law by analyzing case studies. The students were encouraged to collaborate and solve problems on their own, which allowed them to independently form conclusions about the material.

During this initial implementation, students were initially hesitant to engage fully with the activities. Some students found it difficult to navigate the open-ended tasks without clear instructions from the teacher. This hesitation was evident in group discussions, where some students remained passive and did not actively participate. However, as the cycle progressed, students began to engage more and took ownership of their learning. As a result, they began to work more collaboratively, solving case studies in groups and showing greater confidence in presenting their findings. Before the first cycle, pre-test results indicated that most students had a basic understanding of Fiqh concepts, but their ability to think critically about these concepts was underdeveloped. While students were able to recall information about Islamic law, they struggled to apply this knowledge to real-life situations or analyze it from a deeper perspective. This highlighted the need for teaching strategies that foster critical thinking and problem-solving skills.

In terms of participation, the first cycle showed varied results. While some students actively engaged with the Discovery Learning activities, others were more passive and reluctant to participate in group discussions. Those who actively engaged demonstrated improved critical thinking abilities, such as analyzing and questioning Islamic principles and reflecting on their broader implications. However, it was clear that more structured guidance was needed to ensure that all students were equally involved in the process. The post-test results from the first cycle showed some improvement in students' critical thinking abilities. Though their scores were higher compared to the pre-test, the results still indicated that many students struggled with applying Fiqh principles to complex real-world scenarios. While some students demonstrated an ability to analyze case studies, there was still room for improvement, especially in terms of articulating their reasoning and solving problems critically.

In response to the challenges faced in the first cycle, several adjustments were made in the second cycle to improve the implementation of the Discovery Learning model. Clearer instructions and more structured guidance were provided to help students stay

focused on the task. The teacher also incorporated multimedia resources, such as videos and images, to better explain Fiqh concepts and keep students engaged. The multimedia resources used in the second cycle proved to be effective in enhancing student engagement and understanding. Students paid more attention and participated more actively when they were shown visual representations and videos related to Islamic law. For instance, videos that depicted the application of Islamic principles in daily life helped students better connect theoretical concepts to practical situations, which deepened their understanding and encouraged critical thinking.

In the second cycle, students were also more comfortable with the Discovery Learning model. They had gained confidence in working collaboratively and exploring the material independently. The case studies in the second cycle were more complex, requiring students to apply multiple Fiqh principles to solve problems. This complexity forced students to think more deeply about the content and engage in critical analysis, which further developed their critical thinking skills. The level of engagement in the second cycle was significantly higher than in the first. More students actively participated in group discussions, and the quality of their contributions improved. Students were more willing to share their ideas and listen to their peers, which fostered a more collaborative learning environment. This increase in participation was accompanied by enhanced critical thinking skills, as students demonstrated a greater ability to analyze and synthesize information from multiple sources and apply Fiqh concepts to real-world situations.

The structure of group activities was also improved in the second cycle. By assigning specific roles within each group, the teacher ensured that every student contributed to the discussions. This strategy increased participation and helped students stay on track. Students were also encouraged to reflect on their learning, providing feedback to both themselves and their peers. This reflective activity further nurtured the development of critical thinking, as students were required to evaluate their own learning process and that of others. The post-test results from the second cycle showed significant improvement in students' critical thinking abilities. The students demonstrated a greater ability to analyze Fiqh case studies, identify key issues, and provide reasoned solutions. Their answers in the post-test were more detailed, and they were able to articulate their thought processes more clearly. This improvement in critical thinking skills was particularly evident among students who had initially struggled in the first cycle.

At the end of the second cycle, the majority of students showed noticeable progress in their critical thinking abilities. The comparison of pre-test and post-test results from both cycles revealed a clear increase in students' ability to think critically about Islamic law. While the first cycle showed some improvement, the second cycle demonstrated a more substantial growth in students' ability to engage with the content at a deeper level. In terms of overall improvement, the final post-test results revealed that students were better able to apply Fiqh principles to complex, real-world situations. They exhibited improved problem-solving abilities and were able to justify their decisions based on Islamic teachings. Many students were able to explain their reasoning more effectively, both in written and verbal responses, showcasing their enhanced critical thinking skills.

The teacher's reflections on the study indicated that the Discovery Learning model proved effective in increasing student engagement and critical thinking. The teacher noted, however, that the model required significant preparation and flexibility. It was essential to continuously adjust lesson plans and activities to ensure that students remained engaged and able to interact meaningfully with the material.

The teacher observed that, in the first cycle, some students had difficulty with the open-ended nature of the Discovery Learning model, as they were used to more teacher-centered approaches. However, by the second cycle, the students had adapted to the approach and were more confident in their ability to think critically and solve problems independently. The teacher also found that multimedia resources helped to clarify abstract Fiqh concepts and enabled students to better connect theory to practice. Student

feedback also confirmed the effectiveness of the Discovery Learning model. Students reported that they found the approach engaging and enjoyable. They appreciated the opportunity to work collaboratively and take charge of their learning process. Some students, however, initially found the lack of direct instructions challenging, but as the cycles progressed, they became more comfortable with this open-ended style of learning.

The students also mentioned that the multimedia resources enhanced their understanding. They found the videos and images especially helpful, as they made abstract Fiqh concepts more tangible. Several students stated that the Discovery Learning model had made them feel more confident in their ability to think critically about Islamic law and apply their learning to real-world situations. In conclusion, the results of this study demonstrate that the Discovery Learning model is an effective teaching method for improving students' critical thinking skills in Fiqh lessons. The model encourages students to actively participate in the learning process, collaborate with peers, and think critically about the material. The use of multimedia resources further enhances engagement and facilitates a deeper understanding of abstract concepts.

The improvement in students' critical thinking skills, as shown by the post-test results, indicates that the Discovery Learning model encourages a deeper understanding of Fiqh concepts and promotes higher-order thinking. The combination of active learning, group collaboration, and multimedia resources provides a powerful framework for developing critical thinking skills in students. The study underscores the potential of the Discovery Learning model to enhance critical thinking in religious education. The results suggest that when students are given the opportunity to explore and discover knowledge on their own, they develop the skills necessary to think critically and apply their learning in real-world situations. The approach holds promise for improving student learning outcomes across various subjects, including Islamic education.

DISCUSSION

The discussion of this study focuses on the effectiveness of the Discovery Learning model in enhancing students' critical thinking skills in Fiqh lessons at MTS Raudlatul Ulum Guyangan Trangkil Pati. The results from both cycles of implementation demonstrate that the Discovery Learning model can significantly improve students' ability to think critically about Islamic law and apply their learning to real-world situations. The findings highlight the strengths and challenges of using this model, and provide insights into the factors that influence its effectiveness. In the first cycle, students initially faced difficulties with the open-ended nature of the Discovery Learning model. The model requires students to explore and discover knowledge independently, which can be challenging for those who are accustomed to more traditional, teacher-centered methods of instruction. Many students were initially hesitant to engage in discussions or solve problems without direct guidance from the teacher. This reluctance to participate was evident in the first cycle's group discussions, where some students remained passive, only contributing when prompted.

However, as the cycle progressed, students began to adapt to the Discovery Learning model. They started to engage more actively in the activities, working collaboratively with their peers to solve case studies and discussing their findings. This shift in behavior demonstrates that the model encourages students to take ownership of their learning and become more autonomous in their thinking. The increase in student participation in the second half of the first cycle indicates that, with time, students become more comfortable with the approach, and their ability to think critically improves. In addition to the changes in student engagement, the introduction of multimedia resources in the second cycle played a significant role in improving students' critical thinking skills. Visual aids such as videos and images made abstract Fiqh concepts more tangible and relatable for students. These resources helped bridge the gap between theoretical knowledge and real-world application. The use of multimedia also served to capture students' attention, making the

learning process more engaging and interactive. Students reported that the videos and images enhanced their understanding of complex Fiqh principles and allowed them to think critically about how these principles applied in everyday life.

The structured approach to group activities in the second cycle also contributed to the improvement in critical thinking skills. By assigning specific roles to each group member, the teacher ensured that all students participated actively in the learning process. This approach not only kept students engaged but also encouraged collaboration, which is essential for developing critical thinking. Group work allowed students to exchange ideas, challenge one another's perspectives, and build on each other's knowledge. This collaborative environment provided students with opportunities to refine their critical thinking skills through discussion and debate. The feedback collected from students further supports the effectiveness of the Discovery Learning model. Many students expressed that they enjoyed the collaborative aspect of the model, as it allowed them to learn from their peers and engage in meaningful discussions. They also noted that the process of discovering knowledge independently made them feel more empowered and confident in their ability to think critically. However, some students initially struggled with the open-ended nature of the tasks, as they were accustomed to receiving more direct instruction from the teacher. This highlights the importance of providing sufficient support and guidance, especially during the initial stages of implementation.

As the cycles progressed, students became more confident in their ability to think critically. In the second cycle, students were able to analyze more complex case studies and apply Fiqh principles to real-world situations. The post-test results from the second cycle showed a significant improvement in students' critical thinking abilities, as evidenced by their ability to articulate their reasoning and provide well-supported answers. This improvement in critical thinking skills suggests that the Discovery Learning model encourages deeper engagement with the material and fosters the development of higher-order thinking skills. The teacher's role in facilitating the Discovery Learning process was also crucial to the success of the model. While the teacher did not provide direct answers to the students, they played an important role as a guide and facilitator. By encouraging students to explore and discover knowledge independently, the teacher helped them develop problem-solving skills and the ability to think critically. The teacher's ability to create a supportive learning environment was essential in helping students feel comfortable with the open-ended nature of the Discovery Learning model.

The overall results of the study suggest that the Discovery Learning model is an effective method for improving students' critical thinking skills in Fiqh lessons. The combination of independent exploration, collaborative learning, and multimedia resources provides a comprehensive approach to enhancing students' understanding of Islamic law. The increased engagement and participation observed in the second cycle demonstrate that, with proper implementation, the Discovery Learning model can foster a more interactive and critical approach to learning. It is important to note that while the Discovery Learning model was effective in improving critical thinking, it is not without its challenges. Some students initially struggled with the open-ended tasks, and there was a need for more guidance and support during the early stages of the learning process. Additionally, the success of the model relied heavily on the teacher's ability to facilitate the learning process effectively. Teachers must be well-prepared to support students in their independent exploration and provide guidance when necessary.

Furthermore, the model's effectiveness was enhanced by the use of multimedia resources, which helped make abstract Fiqh concepts more accessible to students. The use of videos and images not only increased student engagement but also facilitated a deeper understanding of the material. This suggests that incorporating multimedia resources into the Discovery Learning model can be a valuable strategy for enhancing critical thinking in religious education.

Despite these challenges, the overall findings of the study suggest that the Discovery Learning model is a promising approach for fostering critical thinking in Fiqh lessons. The

model encourages students to actively engage with the material, collaborate with peers, and apply their learning to real-world situations. This approach helps students develop essential skills such as problem-solving, analysis, and synthesis, which are crucial for success in both academic and real-life contexts. The study also highlights the importance of creating a supportive learning environment that encourages student participation and fosters independent thinking. Teachers must be prepared to guide students through the discovery process, providing the necessary support and resources to help them succeed. With the right guidance and tools, the Discovery Learning model has the potential to significantly improve students' critical thinking skills and overall learning outcomes.

In conclusion, the implementation of the Discovery Learning model in Fiqh lessons at MTS Raudlatul Ulum Guyangan Trangkil Pati proved to be an effective strategy for improving students' critical thinking skills. The model promoted active engagement, independent learning, and collaboration, all of which contributed to the development of critical thinking abilities. While there were challenges during the initial stages of implementation, the model ultimately provided students with the tools they needed to analyze and apply Fiqh principles in meaningful ways. The success of the model in this context suggests that it has the potential to be applied in other subjects to foster critical thinking and deeper learning.

CONCLUSION

In conclusion, the implementation of the Discovery Learning model in Fiqh lessons at MTS Raudlatul Ulum Guyangan Trangkil Pati proved to be highly effective in enhancing students' critical thinking skills. Through this model, students were given the opportunity to engage with the material more actively and independently, which significantly contributed to their ability to analyze, evaluate, and apply Fiqh concepts in real-world contexts. The use of multimedia resources further supported the learning process, making complex Islamic principles more accessible and engaging. These resources helped bridge the gap between theoretical knowledge and its practical application, allowing students to better understand the material and develop deeper critical thinking skills. Additionally, the Discovery Learning model encouraged collaborative learning, where students worked together to solve problems and share their perspectives. This collaborative aspect proved to be crucial in fostering a learning environment where students felt more confident in their ability to think critically and contribute to discussions. Group work facilitated the exchange of ideas, enabling students to refine their understanding through peer interaction. However, some challenges were observed, especially during the initial implementation of the model. Students, who were accustomed to more teacher-centered approaches, initially struggled with the open-ended nature of the tasks. Nonetheless, over time, students adapted to the learning process and became more comfortable with independent problem-solving and critical thinking, demonstrating significant improvement in their performance. Overall, the study highlights the potential of the Discovery Learning model as an effective method for promoting critical thinking in religious education. The findings suggest that when implemented properly, this model can greatly enhance students' ability to engage with and critically evaluate the content, equipping them with valuable skills that extend beyond the classroom and into real-life decision-making situations.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.