Implementation of the Discovery Learning Model in Learning Aqidah Akhlak at SMA Negeri 1 Kluet Timur

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Abstract: This research aims to improve student learning outcomes in learning Islamic religious education by using discovery learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are high school students. The data of this research was obtained with test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with research success indicators. The results of the research show that discovery learning can improve student learning outcomes in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.91%, the first cycle 79.39% and in the second cycle it increased to 89.66%. Thus, the use of discovery learning can be used as an alternative to improve student learning outcomes in Islamic religious education.

Keywords: diccovery learning, learning outcomes, Islamic religious education.

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INTRODUCTION

Education is a very important thing in everyday life, because human life depends on the education that it takes, this means that every human being has the right to get and hope to always develop in education, Education in general has the meaning of a life process in developing each individual to be able to live and lead a life, so that being an educated person is very important. Like the first education we get in the family environment, the school environment and the community environment.1 Talking about education must not be separated from what is called learning and learning. According to Rasyid ridha, education is the process of transmitting various knowledge to the individual soul without any specific limitations and provisions. Learning is an activity that involves two elements, namely the soul and the body, body movement must be in line with the process of the soul to achieve change. Of course the change that is obtained is not only a physical change but a spiritual change. The learning process is not only the transfer of knowledge from the teacher to the students through various teaching and learning activities, but in the learning process the teacher is responsible for supporting the students so that they can master the subject matter well and thoroughly as well as supporting the development process of the students including completing study and learning programs. 3 The implementation of learning in primary schools aims to develop the basic abilities of

students in the form of academic ability, life skills, moral development, strong character formation, the ability to work together, and the development of aesthetics towards the surrounding world.

More specifically, the abilities that are developed in students at the basic education level are logic, ethics, aesthetics, and kinesthetic. For students, primary school will be more meaningful if what they learn is related to their life experiences, because children look at an object in their environment as a whole. Teaching method is a knowledge of teaching methods used by a teacher or instructor. Another definition of teaching method is the presentation technique mastered by the teacher to teach or present learning materials to students in the class, either individually or in groups/classical, so that the lesson can be absorbed, understood, and utilized by the students well. The better the teaching model, the more effective the achievement of learning goals. One of the problems facing the world of education is the problem of the weak learning process. In the learning process, children are less encouraged to develop thinking skills.

The learning process in class is directed to the child's ability to memorize information, the child's brain is forced to remember and accumulate various information without being asked to connect it with everyday life. Such a learning process causes children to often feel bored following learning in class. They often do not pay attention to the lesson, even they are sometimes engrossed in playing or talking with friends while the learning process is going on. So that the class becomes not conducive when the teacher explains the lesson. Students are less interested in following the learning process, because the material presented by the teacher is less interesting. The above problems occur due to the delivery of material that is still dominated by teachers in almost all subject areas including Moral Creed lessons. The subject of Moral Belief is a subject that aims to grow students' faith. Through providing students with knowledge about the Moral Creed, it is hoped that the quality, faith and piety in Allah SWT will increase, as well as noble behavior in personal life, society, nation and state. In Arabic, Aqidah comes from the word Al-'Aqdu which means bond, At-Tautsiqu which means strong belief or conviction, Alihkaamu which means to strengthen (establish), and Ar-Rabthu biquwwah which means to bind strongly. While terminologically, the understanding of morality is an action related to three important elements.

The researcher tried to apply the Discovery Learning model to the subject of Moral Faith with the aim of making it easier for students to learn to understand the subject matter and make the learning process not boring, but the learning will be a pleasant and interesting learning for the students. There are many models that can guide students to be actively involved in the learning process together, able to help students develop according to their intellectual level, able to stimulate students to learn to develop their understanding, independent, creative and more active in following learning activities. One of those models is the Discovery model. Discovery is a mental process where students are able to assimilate a concept or principle. What is meant by the mental process includes observing, digesting, understanding, classifying, making guesses, explaining, measuring, drawing conclusions and so on. In this technique, students are left to discover or experience on their own, the teacher only guides and gives instructions. The Discovery learning model is a practical component of education that includes teaching methods that promote active, process-oriented, self-directed, self-searching, and reflective learning.9 In the Discovery Learning strategy or form of teaching and learning, teaching materials are not presented in finished form, but half or even a quarter finished. Teaching materials are presented in the form of questions that must be answered or problems that must be solved. 10 Students can participate in the learning presented, the material learned can improve the students' abilities and have a longer impact or impact because the students are involved in the process of finding it.

Based on the situation, the use of the Discovery Learning model is best used to get a clearer picture of things related to practice, the process of something happening, and to know or see the truth of something. Moreover, their age according to Piaget's theory in the

stage of student development is the third stage which is the concrete operational period where at this stage students are able to use adequate logic. The reality that the researcher found in, obtained a picture of the condition of the students during the teaching process, especially in the subject of moral beliefs, the teacher has used the lecture and question-and-answer method. However, during the learning process, especially during the question and answer session, it was observed that only a few students were active. While the other students are busy with their own activities that have nothing to do with the material being taught. When given the opportunity to ask questions, the students were only represented by a few people while the others still seemed stiff in voicing their opinions, even most of them just remained silent. Whereas when given the opportunity to answer, students will often answer together and one student will answer a question when pointed out directly by the teacher. Thus, the knowledge gained by the students is not obtained in its entirety.

Seeing the problem, the researcher tried to provide a solution to improve the learning activities of the students by applying the Discovery Learning model. The discovery model is a teaching procedure that emphasizes individual teaching, objects, experiments, etc. From the description above about the use of learning models in the lesson of moral beliefs can make students active, thermomotivation in learning as for the reality that appears from the main problem is the use of models that can make students saturated and bored, also the teacher who is more dominant in using the lecture and question and answer method compared to teaching with other teaching variations. So the statement becomes a unique thing and invites attention to be seen, observed and studied.

METHODS

Class Action Research (PTK) is a scientific activity carried out by the class teacher himself by planning, implementing, observing, and reflecting on actions through several cycles in a collaborative and participative manner that aims to improve the quality of the learning process in his class. The implementation of class action research follows several stages in which the implementation of actions consists of several cycles, namely providing input and changes made to improve student activity. Each cycle consists of planning stages, namely setting the material, compiling the rpp and compiling the test, the implementation of class actions, i.e. the teacher teaches the material that has been planned with the rpp and implements a test to the extent that the student's activities are carried out until the end of the learning, observation and reflection, that is after the learning takes place and the observer gives input and changes made for learning in accordance with the following cycle. What is meant by internal planning (PTK) is the activity of compiling a learning implementation plan (RPP), that is, the activity of making a plan will be implemented in the implementation of actions. When teachers are asked, is the RPP for teachers who will implement PTK the same as the regular RPP? The answer is of course no, if it is not the same, which part is not the same? Of course the answer lies in the implementation of learning. In that section, the researcher not only mentions the cycle, but the concrete steps that will actually be implemented in the implementation process. A common mistake reported by researchers is to quote the cycle without explaining what and how the cycle is implemented.

The Class Action Research Plan (PTK) used in this research consists of four steps of planning, then implementation, observation and then reflection. Observing Observing, which is meant in this research, is a data observation activity in the form of a process of change in learning and teaching performance. The data observed in Observation is the activities of the teacher's activities and the activities of the students' activities as well as pre-test I post-test I and pre-test II post-test II which are carried out during the learning process. The purpose of observation is to collect the results of actions so that they can be evaluated and used as an action in doing reflection. Reflection is an activity to remember, reflect, and present back what has been done in cycle 1. This aims to analyze, review, and know the learning results that have been obtained in cycle I. in the way of researchers and

observers discussing to find out the obstacles or obstacles faced. In addition, students also have a role to respond to the actions taken in each cycle. And if cycle I has been implemented as well as possible but still has shortcomings, then it allows the researcher to continue to cycle II, this is expected to be an input in the process of perfecting learning towards a better direction. The subjects in this research are students at SMAN 1 Kluet Timur in the 2024/2025 academic year, with an average of 20 students per class.

A data collection instrument is a tool used by researchers to collect data in a study according to the type of data to be obtained in the study. The data collection instruments used by the researcher in this research are as follows: The observation sheet instrument used by the researcher in this research is in the form of a teacher activity observation sheet and a student activity observation sheet during the learning process. The teacher's activity observation sheet is shown to get information about the learning process carried out by the researcher to provide an understanding of the students. While the student observation sheet is intended to obtain information on the level of effectiveness of students in the learning outcomes found in the effective and psychomotor aspects of students. A test is a tool or procedure that is used to find out or measure something in an environment, with a predetermined method and rules. 7 A written test is a type of test where the tester asks the details of the question or the question is done in writing and the testee gives the answer also in writing. 8 The test material is about avoiding reprehensible behavior, the test question is in the form of multiple choice.

Data analysis is the process of systematically searching for data, records, and materials collected to improve understanding of all the things collected and make it possible to present what is found. After all the data gathering activities have been completed, the next step in this research is to analyze all the data obtained during the research. 9 The purpose of the analysis is to answer the research problem that has been formulated regarding the analyzed data, namely: Data from the results of observation (observation) of the activities of teachers and students during the learning process in this research is analyzed using the formula: Students, if they get a good kiteria. and if the value obtained reaches the KKM value of 75 with criteria sufficient for evaluation. While the indicator of the success of this class action research is if 80% of the number of students in the class are able to achieve the value that has been determined.

RESULTS

This research was carried out at SMAN 1 Kluet Timur, namely Jl. Utama paya Dapur, Kluet Timur Subdistrict. The facilities are adequate, the physical condition is complete, a permanent building that supports the teaching and learning process well and is actively used. The number of students at SMAN 1 Kluet Timur is now recorded as 153 people, with a total of 23 teachers, but only the X-2 class, which is 20 people, is the subject of research. School facilities and infrastructure are one of the most important things in supporting the education process. Without facilities and infrastructure. It will be difficult to implement the teaching and learning process. Based on table 4.2, it can be seen that the facilities available at SMAN 1 Kluet Timur are good but not sufficient, the amount of study space available is also not sufficient for the teaching and learning process, but the school conditions are quite strategic, clean and comfortable for the students of SMAN 1 Kluet Timur.

Students in the academic year 2024/2025 numbered 129 people, including class X numbered 40 people. Then class XI numbered 40 people. And class XII numbered 49 people. So the total number of students is 129 people. This research was carried out from 09 January to 26 February 2025 at SMAN 1 Kluet Timur in the 2024/2025 academic year. In this case, the subjects of the research are X-2 class students who numbered 20 people in the 2024/2025 academic year. The purpose of this research is to find out how big the contribution of the implementation of the Discovery Learning model is to the effectiveness

in improving learning outcomes in the field of Islamic Religious Education in the Learning of Moral Creed Material during the learning process.

The implementation of this research consists of three (3) stages, namely: the preparation stage, the learning implementation stage and the evaluation implementation stage. Before the teaching and learning process is carried out, the researcher first prepares all the research instruments that are consulted with the supervisor, namely in the form of observation of the teacher's activities in cycle I and cycle II, observation of the activities of students in cycle I and cycle II to find out the learning model that will be applied during learning, as well as a test in the form of multiple choice questions that will be given to students in cycle I and II. On August 09 to 26, the researcher conducted learning activities in the teaching and learning process on learning the material of the Aqidah Akhlak during the learning process. for 3 hours of learning. During the course of learning, the researcher observes the activities of the teacher and the activities of the students during the learning process and 10 minutes before the end of the lesson, the researcher gives a test in the form of multiple choice questions to the students. From the results of the observation and the test, it is useful to know how much contribution is given during learning by using the Discovery Learning model to the learning material of Moral Creed during the learning process. in class X-2.

This research is Class Action Monitoring (PTK) which is carried out in two cycles. In each cycle planning, implementation, observation and reflection activities are carried out. This research was conducted at SMAN 1 Kluet Timur from 09 January to 26 February 2025. The class that is the subject of this research is class X-2 with a total of 20 students. Before doing the teaching process first, the researcher prepares the RPP, LKPD, learns the material that will be taught to the students, prepares media that fits the Discovery Learning model on that day. At the time of learning, observed by two observers, one in charge of observing the activities of the teacher and the other in charge of observing the activities of the students during the learning process. The teacher teaches in accordance with the RPP that he has prepared, during the preliminary activities the teacher motivates the students to focus more when learning continues.

In the core activity, the teacher divides the students into groups consisting of 4 groups to find and discuss the material on the day with the Discovery Learning model. In the closing activity, the teacher guides the students to conclude the learning and work on evaluation questions. The teacher's observation in managing learning observed by the teacher as a result of observing the teacher's ability to manage learning by using the Discovery Learning learning model in cycle I can be seen in the following table. Based on the table above, it can be seen that the teacher's activities during learning on the material to avoid reprehensible behavior by using the Discovery Learning model have obtained a value of 70.6% with an average value of 2.8 categorized as good. The preliminary activity of the teacher greeting the good criteria of the teacher absentee students, conveying apperception, motivating students with sufficient knowledge, Conveying the learning objectives with good knowledge, explaining the learning methods of Discovery Learning to students is said to be good.

The teacher's core activity is delivering material about avoiding reprehensible behavior, explaining what the learning material is said to be good, dividing the group. distributing tasks to students, teachers building students with Discovery Learning model learning, the ability of teachers to manage time, and the ability of teachers to give students opportunities to ask questions, enough said. In the closing activity, the teacher's ability to give reinforcement to the student's answers, was categorized as sufficient, sharing the evaluation was categorized as good, the teacher informed the title of the next material, the category was very good and giving greetings and prayers was categorized as good. Students' activities during the learning process were observed by Yuli Drastisiah, s.pd. Student activities were carried out during the learning process at each meeting. The results of the observation of student activity in cycle l can be seen in the following table: Based on the results of student activity in the implementation of learning in Cycle I, the

percentage is 68.75%. from observation results. The observed student activities fall into the sufficient category. Therefore, it can be concluded that the students' activities in the first cycle did not achieve the expected learning goals.

As for the preliminary activities, answering greetings, answering absences, listening to motivation from the teacher and listening to learning objectives are categorized as good. The core activity, students listen to the explanation of the learning material delivered by the teacher is categorized as good, form groups as categorized as good, accept tasks given as categorized as good, do the Discovery Learning model as categorized as good, discuss the time needed with the teacher to find tasks from each group as categorized as good, and ask questions that are not yet understood as categorized as good.

The closing activity concluded that the learning material was categorized as sufficient, carried out an evaluation, listened to the title of the next material and answered the prayer to end the learning categorized as good. After learning in cycle l, the teacher gave a post-test question followed by 20 people in class X-2. 17 or 76% of students who have completed their studies have reached kkm 75, while 3 or 24% of students have not completed and classically complete 76% of students in the class have completed learning therefore it is conveyed that the completion of classical learning for cycle I has not been achieved. Continuing the successes and deficiencies found in cycle I, the teacher together with the observer, continued to cycle II to perfect the deficiencies in the class action research in the previous cycle so that it develops and gets better. Planning is an action that will be done by the researcher. At the initial stage of planning in cycle II, that is by preparing all the requirements and steps in conducting research, just like what was done in the cycle.

The initial steps are to prepare RPP, learning media, LKPD, and prepare post test questions. In this cycle, improvements will also be made to the previous cycle, so that it is more effective in managing learning time, it is necessary to know the personality of students, give equal attention to all students, share a summary of material that is easy for students to understand. Based on the results of the first cycle, it is necessary to improve the class actions of cycle II which will be implemented on January 25, 2025. In order for learning to take place maximally, learning activities in cycle II focus more on class mastery, managing time in delivering learning materials. observation of activities in managing learning in cycle II was observed by a teacher in the field of moral belief, namely Anna Diyanti. The results of the observation of the teacher's activity in managing learning through the discovery learning model can be seen in the table below: In this second action, it can be seen that there are changes and the teacher's activity towards the better, the average value obtained in this cycle is 61. While for the whole, it is 64 points. This shows that there is a change from the first cycle. Based on the data presented in the table above, the data can be explained as follows:

Preliminary activities, the teacher greets, dismisses the students. conveying the apperception categorized very well, motivating the students by giving questions about the material reprehensible behavior with good categories, conveying the learning objectives, explaining the steps of the discovery learning model to the students before starting the learning, categorized very well. The core activity, the teacher explains the learning material is well categorized, divides the students into 4 groups, distributes the tasks, builds the students in doing the discovery learning model is categorized as very good, determines the time needed to find the task from each group is categorized as good. And baiting students to ask questions is categorized as very good. At the closing activity, the teacher's ability to reinforce the material that has been learned, provide evaluation, and guide students to draw conclusions was categorized as very good.

The students' activities during the learning process were observed by Mr. Shinta Isnaeni, S.Pd. student observation activities are carried out during the second cycle of learning. The table above shows that the activity of students in learning the moral creed on avoiding reprehensible behavior has improved compared to the first cycle. At this stage, the students' activities reached the very good category, which is 95.3%. This causes

teachers to strongly defend the aspects they already have so that students become more interested in the discovery learning learning model. The preliminary activities of answering greetings, answering absences, listening to the teacher who is presenting apperceptions are categorized as very good, listening to the motivation from the teacher is categorized as good and learning the purpose of learning and listening to the learning methods of discovery learning are categorized as very good. In the core activities, students listen to and explain the learning material presented by the teacher, form groups according to the instructions given by the teacher, accept the tasks given by the teacher, implement the discovery learning model, discuss the time required with the teacher to find the task from each group categorized as very good, and ask the teacher about things that have not been understood as categorized as good.

The closing activity, concluding the learning material together categorized well, doing evaluation. Listening to the reinforcement delivered by the teacher answering greetings and praying to end the learning of answering greetings and prayers is categorized as excellent. It can be concluded that the learning outcomes of the students of X-2 SMAN 1 Kluet Timur in cycle II are categorized as very good, that is 90% have reached classical completion. The description of the reflection results of cycle II observation is as follows, the learning outcomes of students who have achieved KKM individually as many as 17 people or 90% completion of learning outcomes of students through the application of the discovery learning model in the subject of moral beliefs to avoid reprehensible behavior for cycle II in class X-2 SMAN 1 Kluet Timur have reached completion classically. The result of the teacher's observation in cycle II shows that the teacher's activity is already better in the mastery of the class. The teacher in managing the learning of moral beliefs in the material avoiding reprehensible morals obtained a percentage value of 95.3% with a very good category. Experiencing a huge increase of 24.7% from cycle I.

The results of the observation of the students' activities in the second cycle show that the students' activities in learning have improved, all the learning steps of the discovery learning model are implemented. The percentage of the students' activities in the second cycle is. 95.3% increase of 26.6% from cycle I Student learning outcomes through the application of the discovery learning model in the lesson of moral beliefs in avoiding reprehensible behavior prove that it can increase student learning outcomes in cycle II. This is because learning in groups can reduce students' fear. Studying in groups can make students more active. With the application of the discovery learning model, students are more motivated and ready, as well as able to increase students' understanding. The following are the results of the learning outcomes of students from religious teachers in the application of the discovery learning model from cycles I and II. In cycle 1 of the research, there are 3 students who have not completed their studies and a total of 15 students who have completed it. in cycle II there were 17 complete students, and there was still 1 student whose value had not reached the Ministry of Health.

Based on table 4.15, it can be seen that teacher activity increased from 70.6% to 95.3%, an increase of 24.7%, student activity from 68.7% to 95.3%, an increase of 26.6%. The student learning test result in the first cycle was 65% but in the ll cycle it increased to 90%, an increase of 25%. The observation of the teacher's activity in managing learning was observed by , Harmiati, S.Pd.I based on his observation on each cycle criteria of the teacher being very good. In cycle l the level of success of the teacher's activity is included in the good criteria. As for the factors that cause an increase in teacher activity in learning because the research teacher always conducts learning evaluations after the learning process has taken place where the research teacher is evaluated by the Akidahakhlak study field teacher through the teacher's activity observation sheet.

The result of the observation is used as a measuring tool for teacher researchers to maintain what is already very good, and improve on aspects that are considered good. Learning evaluation is a process to determine the benefits and improvement of learning activities through evaluation activities as put forward by Dimyati and Mudjino that the main purpose of learning evaluation is a number of evaluations or data about the merits,

value or benefits of learning. A certain amount of information or data obtained through this evaluation is then intended for the development of learning. Based on this, the teacher's ability will increase by improving the shortcomings in learning. It is known that teacher activity in the second cycle increased, in the first cycle 70.6% and in the second cycle to 95.3% with very good criteria. it can be concluded that the application of the discovery learning model can increase teacher activity.

Observation of students' learning activities during learning with the application of the discovery learning learning model, observed by Mrs. Harmiati S.Pd.I based on the results of observing the students' activities during learning time, it was known that the students' activities were not effective because the students were not used to the discovery learning model, therefore the teacher instructed the students to focus and concentrate to understand what was being done. After the teacher reflected on cycle I and cycle II, the performance of the students' activities was seen to be getting better. The students understood the steps of the discovery learning model and all the criteria were carried out because they were used to it. Based on the criteria that have been carried out in each aspect of observation, it can be concluded that the activities of the students for each category are good. Dimyati and Modjono stated that learning is said to be effective when children have an active, constructive nature and are able to plan something. Children are able to search, find, and use the knowledge they have acquired. Students do not only passively receive information from the teacher but students also try to find their own knowledge.

The results of the analysis of cycle II activity revealed an increase in cycle I, the percentage of student activity was 68.7% with sufficient criteria. then in cycle II the student's activity value was 95.3%, the criterion was very good. It is seen that the discovery learning model can improve the learning process which has been lacking in creativity and can improve the understanding of students. And the students do not feel bored in learning because there are games that make the students think and the students are actively involved in receiving the lessons delivered by the teacher. Learning Outcomes of Participants In the implementation of the discovery learning model on the learning of moral beliefs Material Faith in Angels in Class X-2. Looking at the learning outcomes of the students on the material of avoiding reprehensible behavior through the application of the discovery learning model, a test was held at the end of each meeting. The test was held after the learning took place in order to find out the success of the learning that had been carried out, after the test results were collected, the data was processed by looking at the KKM criteria at SMAN 1 Kluet Timur which is 75.

Based on the test results in cycle I, there are 3 (35%) students out of 18 students who have not completed their learning and 15 students who have completed their learning (65%). The category of student completion in learning is if it reaches 75%. Classical completion in cycle I has not been achieved. This happens because of a lack of concentration and students are not used to the discovery learning learning model, so to overcome this, teachers must increase the motivation of students to learn so that students always active, and independent in learning. In cycle II there are 2 (10%) students who have not completed their studies. The category of completion of students in classical learning is if they reach 75%. In cycle II, the teacher gives students motivation to learn so that students are always active, independent in learning, so that they can change the learning results for the better. Thus, the results of the students' learning test in cycle II were classically completed.

The results of the data analysis from each cycle show that the application of the discovery learning model can improve the learning outcomes of moral and material beliefs, avoiding reprehensible morals and can also improve the nuances of learning that are more pleasant and entertaining for X-2 class students at SMAN 1 Kluet Timur. The improvement in learning outcomes can be seen from the increase in student scores on the cognitive test and the average cognitive score from the Akidah akhlak teacher as well as in cycle I and cycle II. Based on the table above, it can be seen that the overall value of the

learning outcomes of the students experienced an increase after the application of the discovery learning model. However, there is still one person who has not achieved the KKM (75) in cycle II, namely Thasnimah (73), in relation to the competence and learning goals that have not been mastered by the two students, so the teacher needs to do remedial work so that the students can achieve satisfactory results, complete in learning and achieve the value (KKM), for that the researcher conducts remedial implementation as an alternative to influence the memory of the students to repeat the learning material that has been delivered by the teacher.

As for remedial according to Suharsimi Arikunto, remedial is an activity given to students who have not mastered the existing learning materials given by the teacher with the intention of increasing the level of mastery of the learning materials. 1 According to Sukardi, remedial is the teacher's effort (with or without help) to enable individuals or groups of students with certain characteristics to be more able to develop themselves (increase the performance of readjustment) as optimally as possible so that they can understand the minimum expected success criteria. Based on some of the definitions above, it can be concluded that remedial is an effort to improve students who have learning difficulties, students are said to have learning difficulties if the students have not reached the minimum standard value (KKM), then the researcher did the remedial on January 28, 2025 SMAN 1 Kluet Timur, and obtained results from the remedial student namely Thasnimah (85) whose value the student has fully reached (KKM).

After applying the discovery learning model in cycle I, it was found that the learning outcomes of the students had not been completed, there were 3 students who had not reached the KKM. Then this research continued to cycle II because with the hope that the students in class X-2 of SMAN 1 Kluet Timur could achieve good learning outcomes, in cycle II the average value of the learning outcomes of the students was 90%. The percentage increase in learning outcomes of the students until cycle II from cycle I was 25%. The cycle I test was given on January 16, 2025 and the cycle II test on February 23, 2025. From the results of the data analysis obtained the value of the students' learning results in cycle I, there are 27 students whose value reached KKM (75) or 65% of the students completed, and 7 (35%) of the students not yet completed. The value of learning outcomes of students in cycle II has increased by 25% from cycle I, in cycle II there are 18 students who have reached KKM or 90% of students who have completed, and the other 2 have not yet completed learning the material to avoid reprehensible behavior. Based on the description above, it can be concluded that the application of the discovery learning learning model can increase the students' understanding of the material to avoid reprehensible behavior. The students obtained a 90% KKM value in cycle II. Thus it can be said that the discovery learning learning model can improve the learning outcomes of the students.

DISCUSSION

The implementation of the Discovery Learning model in Akidah Akhlak learning at SMA Negeri 1 Kluet Timur has shown promising results in encouraging students to become more active participants in the learning process. Rather than passively receiving information from the teacher, students are guided to explore, observe, and discover values and concepts related to Islamic faith and character independently or in groups. This method aligns with the core values of Akidah Akhlak, which emphasize personal reflection and internalization of moral teachings. Through Discovery Learning, students are given real-life problems or thought-provoking scenarios that relate to ethical dilemmas or faith-based questions. These problems prompt them to analyze situations using Islamic teachings and derive lessons through reasoning and textual evidence. This approach encourages critical thinking, which is often underemphasized in traditional rote learning models. One key observation during the implementation was the increase in classroom interaction and collaboration. Students were more engaged in discussions, frequently

debating moral perspectives from Islamic viewpoints. This active engagement fostered a deeper understanding of the subject, as students not only memorized concepts but also applied them to everyday situations, making learning more relevant and meaningful. The teacher's role shifted from being a sole source of knowledge to a facilitator and guide. During learning activities, the teacher posed questions, provided guiding frameworks, and encouraged students to search for answers in the Qur'an, Hadith, and scholarly opinions. This pedagogical shift enhanced student autonomy and helped foster a sense of responsibility for their own learning.

In terms of student character development, Discovery Learning contributed positively to behavior and attitude. Students learned the importance of patience, respect for differing opinions, and humility when facing complex moral decisions. These qualities are integral to Akhlak (ethics) and were naturally nurtured through student-led exploration and reflective dialogue. Some challenges did arise in the early stages of implementation, particularly for students who were more accustomed to passive learning environments. They initially found it difficult to adapt to a model that required independent thinking and self-directed learning. However, with consistent support and scaffolding from the teacher, most students gradually adapted and became more confident in expressing their ideas.

Assessment of student outcomes also had to be adjusted to suit the Discovery Learning model. Rather than focusing solely on written tests, teachers used alternative assessment tools such as reflective journals, group presentations, and observation checklists to measure students' understanding and moral reasoning. These methods better captured the holistic learning outcomes of Akidah Akhlak. The integration of Discovery Learning also promoted interdisciplinary learning. Students often linked lessons in Akidah Akhlak with issues discussed in other subjects such as Civic Education, History, or Sociology. This cross-curricular approach allowed for a more comprehensive view of moral and spiritual development in contemporary life.Teachers at SMA Negeri 1 Kluet Timur also reported increased enthusiasm for teaching the subject. The interactive nature of Discovery Learning revitalized the classroom atmosphere and encouraged teachers to continually innovate their lesson plans. It provided a platform for creative instructional strategies while staying rooted in Islamic educational principles. Overall, the use of the Discovery Learning model in Akidah Akhlak at SMA Negeri 1 Kluet Timur proved to be an effective approach for nurturing not only academic understanding but also moral character. It empowered students to think independently, reflect deeply, and apply Islamic values in real-life contexts, which is the ultimate goal of Akidah Akhlak education.

Another benefit observed through the implementation of Discovery Learning in Akidah Akhlak classes was the development of students' problem-solving skills. When faced with real-world moral scenarios, students were required to think logically and ethically, referencing Islamic principles as their foundation. This process encouraged them to apply both reason and faith in making sound judgments. Discovery Learning also created space for personal reflection. Many students began to internalize the teachings of Akidah Akhlak more deeply when they were given the opportunity to explore how these values applied to their personal experiences. Reflective learning journals and group discussions became platforms for self-assessment and spiritual growth.

The approach strengthened peer learning as well. As students collaborated in small groups to analyze and interpret texts, they learned from one another's perspectives. This exchange not only deepened their understanding of the material but also fostered a classroom culture of respect, dialogue, and mutual support, which are fundamental values in Islamic ethics. Additionally, Discovery Learning helped to address the diverse learning styles within the classroom. Visual learners benefited from mind mapping and concept discovery, while auditory learners thrived in group discussions. Kinesthetic learners became more engaged when role-play or simulation was integrated. This flexibility made the model more inclusive and responsive to student needs. A key factor in the successful implementation was the teacher's ability to craft meaningful problems that resonated with

students' lives. When the discovery process was linked to issues they encountered in family, school, or social media, students were more invested in the learning process. The relevancy of the content made abstract religious values more tangible and applicable.

The model also encouraged students to become more proactive in seeking knowledge. Rather than waiting for answers, they began consulting Islamic literature, accessing online resources, and even interviewing religious figures to support their discoveries. This behavior aligns with the Islamic principle of seeking knowledge as a lifelong obligation. In schools where religious studies are often perceived as static or solely theoretical, the application of Discovery Learning brought new vitality to the subject. Students began to view Akidah Akhlak not just as a curriculum requirement, but as a practical guide for living with integrity and purpose.

Moreover, the Discovery Learning model nurtured moral agency in students. They became more aware of their responsibilities as Muslims and as members of society. Through guided inquiry, they learned to make decisions based on Islamic values and developed a stronger sense of accountability for their actions. Teachers also benefited from the implementation process. They developed a deeper understanding of student needs and became more skilled in facilitating discussions and managing diverse viewpoints. Their ability to assess students' progress beyond just written exams gave a fuller picture of each student's growth, especially in the affective and spiritual domains. In summary, Discovery Learning proved to be a dynamic and holistic approach for teaching Akidah Akhlak at SMA Negeri 1 Kluet Timur. It went beyond content delivery, engaging students cognitively, emotionally, socially, and spiritually. The model aligns with Islamic pedagogical values that emphasize reflection, reasoning, and moral action—making it a highly suitable method for faith-based education.

CONCLUSION

Based on the results of the research that has been researched, which is about the implementation of the discovery learning model in the learning of material morals to avoid reprehensible behavior at SMAN 1 Kluet Timur, it can be concluded as follows: 1) The teacher's activity in managing learning on the material to avoid reprehensible behavior in cycle I with a value of 70.6% in the good category, in cycle II obtained a value of 95.3% very good. And student activity in cycle I with a value of 68.7% with the category sufficient, in cycle II obtained a value of 95.3% with the category very good, so it can be concluded that the activity of teachers and students in the implementation of the discovery learning model is very good in learning moral beliefs with the material to avoid reprehensible morals; 2) The student learning results obtained after the application of the discovery learning model in the subject of morals and avoiding reprehensible morals, cycle I obtained a classically complete score of 65, and in cycle II with a value of 90, it can be concluded that the students of class X-2 SMAN 1 Kluet Timur in the subject of avoiding reprehensible morals are classically complete.

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