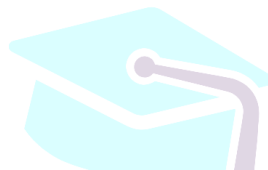


Improving Students' Understanding of Fasting Material Through Discovery Learning Method at Kajhu Elementary School

Sunarti ✉, SD Negeri Kajhu, Indonesia

✉ sunarti4913@guru.sd.belajar.id



Abstract: The purpose of this research is to find out the improvement of the ability of class VI students in Mater Puasa with the Discovery Learning learning model. The method used in this research is the Class Action Research method. This method is done with four stages, namely planning, action, observation, and reflection. The four levels are found in a cycle that is repeated with the same steps and remains focused on how to solve problems (answers) by finding on your own, researching on your own and searching for information using the discovery learning learning model. The results of this research show that the learning performance of students using this discovery learning method has improved. The improvement can be seen from the results of each cycle performed. The subjects in this research are VI class students of SD Negeri Kajhu who did not reach the KKM value consisting of 2 females and 5 males with a total of 7 students, data collection techniques through observation instruments, teacher activities, student activities and tests. The results of the research show that the teacher's activity in cycle I with an average value of 2.9 categories is good, in cycle II with an average value of 3.7 categories is very good. The activity of students in cycle I obtained the classical completion of only 40% with an average value of 60 categories is not good, while in cycle II the classical completion has reached 90% and the average value of 90 categories is very good. From the results, it is proved that the sixth grade students of SD Negeri Kajhu in the application of the discovery learning learning model can improve the learning outcomes of students in the cognitive domain.

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

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INTRODUCTION

Education is all actions, efforts, or actions undertaken by an adult or an educator to teach knowledge to his students. In the beginning not good became good, and from the ignorant to know. This is done continuously until the desired educational goals are achieved. Education is the process of changing the attitude and behavior of a person or group of people in an effort to mature people through teaching and training efforts, processes, actions, ways of educating. The definition of education is a conscious effort that is carried out systematically in creating a learning-teaching atmosphere so that students can develop their potential. With education, a person can have intelligence, noble morals, personality, spiritual strength, and skills that are beneficial for themselves and society. Talking about

education, is not separated from an educator or what is commonly referred to as a teacher. According to Hadari Nawawi, teachers are people who work in the field of teaching and education.

Allah SWT explained in his word QS. An-Nisa' [4]: 58: Meaning: Verily, Allah commanded you to deliver the mandate to those who deserve it, and (commanded you) when establishing laws between people so that you establish them justly. Indeed, Allah gives you the best lessons. Indeed, Allah is All-Hearing and All-Seeing [An-Nisa' {4}:58] Islamic Religious Education in Primary Schools should support the achievement of basic competencies that include: the value of knowledge, the value of attitude, and the ability to perform tasks or the ability to bring oneself closer to the natural environment, social environment, cultural environment and regional needs. A teacher should have the ability that a teacher/educator should have (Darmadi, 2015). According to Suharsimi Arikunto, there are three important abilities that must be possessed by a professional teacher, namely (1) professional competence, (2) personal competence, and (3) social competence (Arikunto, 2018). What is meant by competence is "Knowledge, skills and basic values that are reflected in the habits of thinking and acting, in the sense of having the knowledge, skills and basic values to do something" (Habibullah, 2012). With these competencies, a teacher will be able to master interesting learning models and techniques, which make students happy, comfortable and enthusiastic in learning, so that they can produce results that are in line with the function and purpose of education. In addition, teachers are required to be able to motivate students to learn (Arianti, 2019). Efforts that can be made to increase students' learning motivation, teachers can use one of the innovative learning models so that students enjoy learning activities.

In fact, in today's Elementary School, Islamic Religious Education shows indications that the learning pattern is still teacher-centered (Antika, 2014). Such learning tendencies result in the weak development of students' self-potential in learning so that the learning performance achieved is not optimal. The prominent effect of verbalism in the implementation of teaching and learning activities in the classroom is still too strong. The teacher-centered learning environment further distanced the role of Islamic Religious Education in an effort to prepare good citizens and socialize.

Learning PAI Ramadan fasting material requires a very serious understanding. Because the material of Ramadan fasting is very important in the religiousness of students. Ramadan fasting is one of the pillars of Islam that every Muslim, both male and female, must do. It is an obligatory act of worship for every Muslim believer who has fulfilled the provisions of the Sharia, including those who have reached puberty. As Allah says in Surah Al Baqoroh verse 183: It means: "O you who believe! It is obligatory upon you to fast as it was obligatory upon those before you so that you may be righteous." (Q.S. Al-Baqorah: 183). Because the material of Ramadhan fasting is so important, a learning model is needed that makes students comfortable and enjoyable with the hope that students can understand the material to be implemented in life

Discovery is a mental process where students are able to assimilate a concept or principle. What is meant by the mental process includes observing, questioning, identifying problems, gathering information, communicating, and concluding. 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 learning, oriented to self-directed, self-searching and reflective processes⁴. In the Discovery learning teaching strategy or form, 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. Learners can participate in the learning presented, the material learned can improve the learner's ability and have a longer impact or impact because the learner is 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 statement that the author found in Kajhu State Elementary School, obtained a picture of the condition of the students during the teaching process. 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, students whisper to their friends, even most of them just keep quiet. While when given the opportunity to answer, the students will answer together and one student will answer the question when pointed out directly by the teacher. Thus the knowledge that the students get is intact.

Seeing the problem, the researcher tried to provide a solution to improve the learning activities of the students by applying the discovery 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 on fasting material can make students active, thermomotivated in learning. The author's experience when teaching at Kajhu State Elementary School, especially when presenting some PUASA learning materials in Class VI, the author feels that it is enough to teach, but the fact is that the students' response to the presentation of the learning materials is not conducive. This means that there are a number of students who do not pay attention to the material, do not understand the material presented, do not do the tasks or teacher's orders, and do not actively participate in all students. Such student learning activities have an impact on the learning outcomes of those who obtain little value in working on questions in the cognitive domain of Islamic Religious Education, fasting materials consisting of 2 females and 5 males, totaling 7 students who do not reach the Minimum Completion Criteria (KKM). This is based on the results obtained by the students in the mid-semester test and from the results of the interview with the PAI teacher in class VI.

METHODS

Method literally means method. In general usage, method is interpreted as a way of doing an activity or a way of doing work by systematically using facts and concepts - concepts. (Muhibin Syah. Educational Psychology and New Approaches. While in the context of learning, Method is also interpreted as a method used by teachers in carrying out their functions as a tool to achieve learning goals. (Muhibin Syah. Educational Psychology and New Approaches. In the Indonesian Language Dictionary (KBBI), research is defined as the activity of collecting, processing, analyzing and presenting data in a systematic and objective manner, to solve problems or The definition of research according to experts: 1) Suhardjono et al. Citing from the book Abd. Mukhid's Quantitative Research Methodology, the meaning of research according to Suhardjono is to solve a problem with a scientific method; 2) According to Kerlinger, research is a systematic and controlled process of information discovery; 3) According to McMillan and Schumacher, research is the process of finding and analyzing data systematically and logically to achieve certain goals. Get information, inspiration and insight in your email; 4) According to Soerjono Soekanto, research is a scientific activity centered on analysis, done systematically and consistently, aiming to reveal the truth. While research can be interpreted as the activity of observing an object. So, the research method can be briefly interpreted as a method used to observe an object. The research method is a step owned and carried out by the researcher in order to gather information or data and conduct an investigation on the data that has been obtained.

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, the implementation of which 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. Class Action Research (PTK) is action research carried out by teachers in the classroom with the aim of improving/improving the quality of learning practices. said that Class Action Research (PTK) is action research carried out by teachers with the aim of improving the quality of learning practices in their classes.

Class action research consists of three words that in Suharsimi Arikunto's book are explained as follows (Suharsimi Arikunto, Research Procedures. A Practical Approach, revised edition VI. Research, the activity of looking at an object, using certain methodological rules to obtain data or information that is useful to improve the quality of something that is of interest and important to the researcher. Action, a deliberate movement of activity carried out with a specific purpose, which in this research is in the form of a series of activity cycles. Class, a group of students who in the same century receive the same lesson from a teacher. Class Action Research has three main characteristics, according to Arikunto, et al., namely: 1) reflective inquiry; 2) collaborative; 3) reflective.

This research also includes descriptive research, because it also describes how this learning method is applied in the classroom and how the results achieved from this research. This PTK helps a person in overcoming problems and helping achieve goals within the ethical framework agreed upon between teachers or researchers and students. The research design used in this research uses the research design developed by Kurt Lewin's, as a way of handling social problems. Kurt Lewin's proposed the existence of four phrases in carrying out action research, namely planning, action, observation, and reflection. As explained before, the author uses the PTK research method of the type initiated by Kurt Lewin, and the method the author uses in class is the discovery learning model. The class action research plan (PTK) used in this research consists of four steps: planning, then implementation, observation and then reflection.

Planning is a plan of action carried out to improve, improve or change behavior and attitude as a solution. Planning is divided into two, namely general and specific. As for the general planning that covers the entire research that will be carried out, while the special planning covers the planning of each cycle that will be carried out. The researcher plans the actions that will be carried out during the teaching and learning process. Actions are actions that are carried out consciously and under control, which is a variation of careful and wise practice⁴⁴, the steps that will be implemented referring to the curriculum that takes place with steps are as follows: a) The teacher explains the procedure of the discovery learning model; b) The teacher divides the class into several groups and asks the students to find a problem that has been set; c) The teacher asks the students of each group to present the results of their search to each group; d) The teacher asks each group to come forward to the class to present the results they have obtained; e) The teacher asks for a representative from each group to conclude the learning outcomes.

The observing observation referred to in this research is a data observation activity in the form of a process of change in learning and teaching performance. (Kunandar, Authentic Evaluation of Learning Outcomes Assessment Based on Student Learning Outcomes Based on the 2013 Curriculum, 45. The data observed in the observation is the activities of the teacher and the activities of the students as well as tests I and II conducted during the learning process. The purpose of the observation is to collect the results of actions so that they can be evaluated and used as actions in doing reflection.

RESULTS

Reflection is an activity to remember, reflect, and present back what has been done in cycle I. This aims to analyze, review, and know the learning results that have been obtained in cycle I. In this case, researchers and observers discuss 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. So before applying the discovery learning model to research, the author prepares the steps to be taken. After that, the writer applied it in the classroom while observing the continuation of the teaching and learning process. And get used to or think about the activities that have been done. Because in the author's research, the aim is to find out the effectiveness of learning with this discovery learning model, so the author uses statistical calculations that result in the improvement of student learning outcomes after the application of the discovery learning model in learning. Thus, the writer will get the results of whether this method can improve or even vice versa.

As for the subjects of this PTK research, they are sixth grade students of SD Negeri Kajhu, who did not reach the KKM consisting of 2 females and 5 males totaling 7 students. A research instrument is a tool used by researchers to collect data in a research according to the type of data they want to obtain in the research. The research instruments used by the researcher in this research are as follows: The test instrument is arranged based on the learning objectives to be achieved. A test instrument is a tool or procedure that is used to find out or measure something in an environment, with the way and rules that have been determined. 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 in writing as well. The test material is about Gratitude, the test questions are in the form of multiple choice with a total of 4 pieces.

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 students' understanding. While the student observation sheet is intended to obtain information on the level of effectiveness of students in learning outcomes found in the effective and psychomotor aspects of students. Data collection techniques are tools used by researchers to collect data in a study according to the type of data that is to be obtained in the study. The implementation of research instruments that have been made, then used to facilitate researchers to obtain data. According to Suryadi in Nuraeni explained that "Data collection is a method used by researchers to record the data (information) needed". While according to Sugiyono, he concluded that "Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data".

Based on the opinion above it can be concluded that collection is a systematic method or procedure used by researchers to obtain data or information needed in research. The method used by researchers in collecting data is as follows: The type of data collected in this research is qualitative in the form of observations carried out during the learning process. The data from the observation of the implementation, which consists of teacher activities and student activities, will be qualitatively analyzed in the form of informational data in the form of sentences. The data source in this research is students, teachers or researchers. Quantitative data analysis is an activity to collect data and sum up data from research results based on variables from respondents to solve problems. Quantitative data in the form of written tests from evaluation questions.

The data collection technique used by the researchers in this research is a test in the form of multiple choice questions to measure data collection to determine the ability of students to master the material that has been studied. This test is arranged based on the learning objectives to be achieved. This formative test is given at the end of each rotation. In this research, giving a test in the form of multiple choice questions with 4 questions. Observation is used to see directly the activities of teachers and students during the learning process. The observation sheets used in this research are observation sheets for students and observation sheets for teachers/researchers of student and teacher activities, to observe the activities of students and teachers during the learning process. The data required in this research was obtained through observation of the processing of the discovery learning method, observation of student and teacher activities.

The observational data of learning implementation consisting of teacher activities, student activities, attitudes, and student learning outcomes will be analyzed quantitatively in the form of numbers and then converted into qualitative information in the form of sentences. Analyzing student test results data through scoring, each student's score is determined by the number of correct answers. As for the data processing steps of the teacher's activities, both evaluation of the learning implementation plan, learning implementation, attitude and student learning results as data obtained through a test to find out the improvement in the ability of class V students to mention the meaning of fasting with the Discovery Learning learning model.

At this planning stage, the researcher prepares an action plan that will be carried out to improve the learning outcomes of students in Islamic Religious Education subjects that are focused on KD 3.11 and KD 4.11 related to the material of the Beautiful Month of Ramadhan in class VI of Kajhu State Elementary School. Researchers plan learning on the material of the Beautiful Month of Ramadhan with the discovery learning model. This is based on answering the problems that have occurred in learning so far, there are findings that show that many students are less involved in the learning process, less active in solving existing problems and the low KKM earnings determined.

Further, the researcher developed teaching materials on the material of the Beautiful Month of Ramadhan which was learned using the discovery learning model. The teaching materials are organized in such a way by following the method of making teaching materials related to conceptual knowledge, procedural knowledge and meta-cognitive knowledge of the material. Completion and development of learning media with a systematic and interesting powerpoint application. Then compile LKPD that supports learning with the discovery learning model and compile evaluation tools that are relevant to the learning model. After all the preparation of the learning tool has been completed, it is further organized and developed as a unit in the form of RPP 1 (Learning Implementation Plan) which is adapted using RPP based on the 21st century. The learning activity with the RPP Model consists of 3 (three) parts, namely: 1) introductory activities, 2) core activities, and 3) closing activities. The preliminary activities begin with orientation, apperception, motivation and providing a template. Further, the core learning activities are adapted to the syntax of the discovery learning model and end with the closing activities.

At this stage of implementation, the researcher will implement as previously planned. As it is known that learning tools for studying the material of the Beautiful Month of Ramadhan in the form of RPP, teaching materials, learning media, LKPD and evaluation tools have been prepared as they should be. In the learning process by using the discovery learning model on the material of the Beautiful Month of Ramadhan, it begins with an introductory activity. In the preliminary activity, the orientation activity began, first the researcher said his greetings and began by praying together led directly by a student. The teacher asked how the students were doing and began to absent the presence of students in the class. The teacher does apperception by associating the knowledge to be learned with the knowledge that has been learned before, which is respect and obedience to the teacher. The teacher motivates the students by giving an overview of the benefits of

studying the material of the Beautiful Month of Ramadhan. The teacher performs an initial test (pretest) to find out the students' understanding of the material to be learned. The teacher delivers an explanation about the learning objectives to be achieved, The teacher gave an explanation about the learning syntax of the discovery learning model with scientific approach activities, namely observing, questioning, experiment or exploration, concluding, and communicating.

In the core activity, it begins with the 1st syntax: providing stimulation. Students are asked to observe a presentation in the form of a PowerPoint slide related to the beautiful month of Ramadan. Students listen carefully, listen, read and write important things from the material presented by the teacher. In the 2nd sentence: identify the problem. The teacher gave students the opportunity to identify as many questions as possible related to slide shows or pictures related to fasting according to their respective experiences, by advising each other and asking questions about the meaning of Ramadan fasting. Next, the teacher divides the students into discussion groups with 5-6 people in a group that has been arranged beforehand and gives LKPD to each discussion group. The problems raised at the LKPD were directed at the students to be able to analyze and discuss the meaning, conditions and principles of fasting.

On the 3rd syntax: data collection. Learners are directed to collaborate and work together, discuss, exchange information in completing the LKPD by gathering relevant information to answer questions that have been identified through the activity of observing objects, reading other sources other than textbooks, compiling a list of questions on things that have not yet been understood from the activities of observing and reading that will be submitted to the teacher and the teacher acts as a facilitator by giving adequate guidance. In the 4th syntax: data processing. The teacher instructs the students in their groups to discuss and process the data from the observations by discussing and processing the information that has been collected from the data collection activities. Further on syntax 4: proof. Students are instructed to be able to think critically by discussing the results of their observations with the data or theories in the source book through activities between students and teachers together discussing the answers from the activity tasks that have been done by the students.

In the 5th sentence: drawing conclusions: in this activity, students are instructed to discuss to conclude by first presenting the results of the discussion by presenting the results of the group discussion classically and asking questions and answers on the presentation. Then ask and answer about things that have not been understood, or the teacher throws some questions to the students related to the material studied. Then the teacher gives the opportunity to the students to conclude about the important points that appear in the learning activities. Ended with a closing activity by providing an evaluation of the learning outcomes that had been prepared individually to check the students' mastery of the subject matter. Provide reinforcement and reflect on the learning that has been done, give homework to do at home and finally pray together to end the learning.

At this level of observation, it is equivalent to the level of implementation of learning actions in the classroom. The learning action on the material of the Beautiful Ramadan Month was carried out on Thursday, September 22, 2022, at 09.00 - 11.00 WIB in class VI SD Negeri Kajhu. For 120 minutes, the researcher acted as a teacher in learning the material of the Beautiful Month of Ramadhan by using the discovery learning model. Many students are 11 (eleven) people and since the beginning of learning has been observed by an observer from the teacher who is a peer at school and another person who videos the learning process. Observers make observations that are equipped with observation instruments to observe the compatibility between the learning activities carried out by the teacher and the activities of the students that appear with the observation sheet. The observation instrument consists of several statements related to learning activities from the introduction, core and conclusion using the discovery learning model.

At the reflection level, this is done based on the results of observation of learning actions in the classroom. The researcher discussed with colleagues related to the

observation findings from the learning process and learning outcomes on the material of the beautiful month of Ramadhan that was implemented on Thursday, September 22, 2022. There are 3 (three) important parts that the researcher will do in the reflection activity which is the learning process carried out by the teacher, the activities of the students in the learning process and the learning outcomes of the students. The findings of the observation in the form of the learning process, there are aspects that are observed to achieve optimal scores and there are aspects that have not yet achieved optimal. The aspect that was observed to achieve the target is that the teacher in forming a discussion group of students is appropriate by paying attention to the difference in the level of student ability where in one group the members do not have the same ability but are diverse so that those who have the ability can help their friends who have not yet understood well while the aspect that has been observed that has not reached the target is that the teacher has not shown an open attitude towards student responses where there are some student answers that have not been fully accepted by the teacher

Findings related to the activities of the observed students who reached the target were the students working on a discussion task in the form of LKPD from the teacher in groups where all group members were actively involved in working on the task together while the observed aspect that did not reach the target was that the students were still not able to ask questions to the teacher about the material being learned. then the learning results of the students, it was found that those who reached the minimum completion were 7 people and those who did not reach the minimum completion were 4 people. Based on the findings of the learning process that the teacher did that still did not reach the target, there needs to be improvement that is the teacher has not been able to give a good response to the questions from the students therefore the teacher is able to control the class well so that there is a good interaction between the teacher and the students so that the learning can take place interactively for that the teacher in learning should pay attention to the response of students who have problems.

Similarly, in the activities of students who have not achieved as expected, it is necessary to do where the students are not able to ask questions during the learning activity, therefore the teacher should provide motivation so that the students are not ashamed to ask the teacher things that have not been understood to overcome the problem, the researcher in the action of cycle II will more motivate the students to be able to ask questions about the material that has not been understood well and want to question what has not been understood about the material being learned. Learning so that students better understand the material taught and also do Remedial Learning to find out anything that the students have not yet understood. Based on the findings and ways to improve so that the learning process in the following actions becomes optimal, the researcher prepares further actions by considering the results of reflection in the next actions.

At the planning stage of cycle II, the researcher prepared an action plan that will be carried out to improve the learning outcomes of students in Islamic Religious Education subjects that are focused on KD 3.11 and KD 4.11 related to the material of the Beautiful Month of Ramadhan in class VI SD Negeri Kajhu. The researcher plans the learning on the Beautiful Month of Ramadhan Material with the same discovery learning model as in cycle I. This is based on answering the problems that occur in learning In cycle I, there are findings that show that many students are less able to give questions to the teacher related to the material so that in the learning process students are less active in asking and answering both with the teacher and between students. which is determined. Therefore, to overcome the problem in the learning process, the researcher will improve it in cycle II of this action II. Further, the researcher developed teaching materials on the material of the Beautiful Month of Ramadhan which was learned using the discovery learning model. The teaching materials are organized in such a way by following the method of making teaching materials related to conceptual knowledge, procedural knowledge and meta-cognitive knowledge of the material. Completion and development of learning media with

a systematic and interesting powerpoint application. Then compile LKPD that supports learning with the discovery learning model and compile evaluation tools that are relevant to the learning model. After all the completion of the learning tool has been completed, it is further organized and developed as a unit in the form of RPP 2 (Learning Implementation Plan) which is adapted using RPP based on the 21st century. The learning activity with the RPP Model consists of 3 (three) parts, namely: 1) introductory activities, 2) core activities, and 3) closing activities. In the preliminary activities, it starts with orientation, apperception, motivation and giving a template. Further, the core learning activities are adapted to the syntax of the discovery learning model and end with the closing activities. At the implementation level in cycle II, the researcher will implement action II as previously planned. As for the learning tools used to teach the material of the beautiful month of Ramadhan in the form of RPP, teaching materials, learning media, LKPD and evaluation tools have been prepared in advance.

In the learning process activities using the discovery learning model on the material of the Beautiful Month of Ramadhan. As for the learning activities at the implementation level, it consists of 3 activities, the first activity begins with the Introduction activity in this activity the teacher conducts an orientation with the teacher opening with a greeting, Asking for news and continued by reading a prayer led by one of the students who voluntarily wants to lead the prayer and check the attendance of the students. Next, the Teacher conducts Apperception by asking questions about the material in the previous meeting, which is about the material of honest attitude and giving some questions to find out the students' understanding of the material that has been learned before. Then the teacher provides motivation by giving an overview of the benefits of today's learning and also explaining the learning goals that will be achieved. Further, the teacher's reference informs the material that will be discussed at the meeting and explains the mechanism of learning that is done with the Discovery learning Model and with the scientific approach, namely observing, questioning, experimenting or exploring, concluding, and communicating.

In the second activity, which is the core activity, is based on the syntax of the Discovery learning model, which begins with the 1st siktak, which is Stimulation, in this activity, the teacher provides stimulation in the form of viewing Video learning through infocus, students are told to see, observe, listen, listen and write important things from the viewing. In the 2nd semester, the teacher gave students the opportunity to identify the problem by asking some questions that have not been understood from the video or picture showing to find out the extent of the information that the students have obtained from the Material of the Beautiful Month of Ramadhan. Next, the teacher gives LKPD to each discussion group that has been formed previously. The problems raised at the LKPD are expected for students to be able to find and analyze the problems by discussing together about the experience of fasting in daily life.

In the 3rd phase, which is data collection. Students are instructed to work together, discuss, and exchange information between groups in completing the LKPD by gathering as much information as possible by reading packet books, teaching materials and other relevant sources to answer questions that have been identified previously, then compile a list of questions on things that have not yet been understood and the teacher monitors student discussion activities with observation sheets and provides guidance on information that is not well understood by students. In the 4th syntax that is data processing. The teacher instructs the students in their group to discuss and process the data from the observations by discussing and processing the information that has been collected from the results of previous data collection activities. In the 5th phase, which is the Proof After the students have finished the discussion task, the teacher invites each group to present the results of their discussion, this is done to do the Proof of some problems found by the students in LKPD.

After completing the discovery process, the teacher leads the proof process carried out by each group by exchanging information between groups through discussion. the

results of his findings which were then responded to by other groups. Responses given in the form of questions or rebuttals on the findings presented. The purpose of the question and answer session in this discussion session is to complement each other's data by exchanging information. Students can complete their findings that are not complete or ask about their findings if they disagree about their findings. In the 6th syntax, which is drawing conclusions: in this activity, the teacher gives students the opportunity to conclude about important points that appear in the learning activity, then the teacher also provides some explanations and input on the conclusions given by the students to add the necessary information. In the 3rd activity, which is the closing activity, in this activity the teacher gives test questions to evaluate the learning outcomes that have been prepared individually, this is done to find out the students' mastery of the subject matter. Next, the teacher provides reinforcement and reflects on the learning that has been done and gives tasks to be done at home and finally prays together to end the learning.

At the level of observation in action II, this is equivalent to the level of implementation of learning actions in the classroom. The learning action on the material of the Beautiful Month of Ramadhan was carried out on Monday, October 3, 2022, at 08.00 - 09.10 WIB in class VI of Negeri Kajhu SD. For 70 minutes, the researcher acted as a teacher in learning the material of the beautiful month of Ramadhan by using the discovery learning model. Many students are 11 (eleven) people and since the beginning of the learning has been observed by an observer from the teacher who is a peer in the school carefully and another person who videos the learning process. Observers carry out observations equipped with observation instruments to observe the compatibility between the learning activities carried out by the teacher and the activities of the students that appear with the observation sheet. The observation instrument consists of several statements related to learning activities from the introduction, core and conclusion that teach the material of the beautiful month of Ramadhan by using the discovery learning model.

Based on Table 4.7, it descriptively shows that the average gain indicator of 3.2 shows that there is an increase in learning activity by the teacher compared to action I where the aspect that is still weak in cycle I is Showing an open attitude towards the student's response which previously scored 2 but in cycle II became a score of 3 thus improving the learning process carried out by the teacher. Based on Table 4.8, it descriptively shows that the average of the observed aspects obtained is 3.2, which indicates an increase in the learning activity of students compared to action I where the aspect that is still weak in cycle I is that students ask questions to the teacher about the material being learned which was previously scored 2 but in cycle II became 3, thus there is an improvement in the learning activities carried out by students. Furthermore, the last action in cycle II is the implementation of a test that aims to find out the level of student understanding of the material that has been studied. This test was followed by a total of 11 students supervised by researchers and 1 (one) observer.

DISCUSSION

The implementation of the Discovery Learning method in teaching the topic of fasting at SD Negeri Kajhu has shown a significant impact on improving students' understanding. Through this approach, students were encouraged to actively discover the concepts and meanings behind the practice of fasting by engaging in observation, group discussions, and exploration of learning materials. This student-centered process created meaningful learning experiences, where students were not just passive recipients of knowledge but active participants in constructing their own understanding. One of the key strengths of the Discovery Learning method is its ability to stimulate curiosity and foster student engagement. In the context of fasting, students explored relevant verses from the Qur'an and Hadith, analyzed the spiritual and social benefits of fasting, and reflected on its values. This method cultivated a stronger religious awareness because students were involved in

uncovering the significance of fasting through direct exploration rather than memorization.

During the implementation, the teacher acted as a facilitator by providing thought-provoking questions, real-life scenarios, and guided activities. These strategies helped students think critically and draw their own conclusions about the importance of fasting, its requirements, and the moral values associated with it. Group discussions further enriched the learning process as students exchanged ideas, shared personal reflections, and built upon one another's insights. The improvement in students' understanding was evident from both formative and summative assessments, which showed an overall increase in scores after using the Discovery Learning method. In addition to academic improvement, students also demonstrated more positive behaviors, such as increased discipline, honesty, and the ability to clearly explain the purposes of fasting.

These outcomes suggest that the method effectively enhanced not only the cognitive aspects but also the affective dimensions of Islamic religious education. Students also became more confident and participative during class. They were more willing to ask questions, express opinions, and show enthusiasm toward religious topics. The Discovery Learning method helped them develop a sense of ownership over what they learned, as they discovered the information through their own efforts. This sense of achievement deepened their engagement and made the learning process more meaningful and personal. In conclusion, the Discovery Learning method proved to be an effective strategy for enhancing students' understanding of fasting at SD Negeri Kajhu. By placing students at the center of the learning experience and promoting active exploration, this approach encouraged emotional and intellectual involvement in the subject matter. With proper guidance and structure, Discovery Learning holds strong potential for broader application in Islamic Religious Education.

Based on the table above, it can be seen that students who did not reach the minimum completion criteria (KKM) totaled 2 people (18.18%) while students who reached the completion criteria totaled 9 people (81.82%). So it can be interpreted that in cycle II, in action II, the success rate of students has reached 80%, so in this action, they have reached the criteria that have been set. Thus, this research is stopped in cycle II. At the reflection level, this is done based on the results of observation of action II of learning in class. The researcher discussed with colleagues related to the observation findings from the learning process and learning outcomes on the material of the beautiful month of Ramadhan that was implemented on Monday, October 3, 2022. There are 3 (three) important parts that the researcher will do in the reflection activity which is the learning process carried out by the teacher, the activities of the students in the learning process and the learning outcomes of the students.

The findings of the observation in the form of the learning process, there are aspects that were previously observed in action I have not yet reached the target but have experienced an improvement in action II where the teacher has shown an open attitude towards student responses in answering questions from students and responding to every problem experienced by students. While the findings from the results of the observation of the students' activities also show that there is an improvement in the aspects observed where the students were previously still shy to ask the teacher, but in action II the students were brave enough to ask the teacher and give questions to their friends during the group discussion. Similarly, from the results of the students' learning test also experienced an increase where in the first cycle the percentage of learning completion was 63.63% but in the second cycle it increased to 81.82%, this shows an improvement in the students' learning results so it can be said that the use of the discovery learning method in the process of learning the material of the beautiful month of Ramadhan experienced success.

In conclusion, the investigation into the effectiveness of Discovery Learning in enhancing students' understanding of fasting material holds significant promise for transforming traditional pedagogical approaches within Islamic Religious Education. The

core premise of Discovery Learning, which emphasizes active student exploration and the construction of knowledge through independent investigation, aligns well with the multifaceted nature of fasting as a religious practice encompassing not only physical abstinence but also spiritual reflection, ethical considerations, and social implications. By shifting the learning paradigm from passive reception to active engagement, Discovery Learning has the potential to foster a deeper and more meaningful comprehension of the intricacies and wisdom embedded within the concept of fasting. The anticipated outcomes of implementing Discovery Learning in this context include a more profound understanding of the rationale behind fasting, the specific rules and regulations governing it, the spiritual and moral benefits it entails, and its significance within the broader framework of Islamic teachings. Through guided exploration and problem-solving activities, students are likely to develop a more internalized and contextualized understanding of fasting, moving beyond rote memorization of rules to a genuine appreciation of its purpose and impact. This active engagement can cultivate critical thinking skills, enhance students' ability to connect religious principles with their own lives, and foster a greater sense of ownership over their learning journey.

Furthermore, the application of Discovery Learning in teaching fasting material has the potential to create a more engaging and motivating learning environment. By encouraging students to ask questions, formulate hypotheses, conduct research, and draw their own conclusions, this method caters to different learning styles and promotes a sense of intellectual curiosity. The collaborative aspects often inherent in Discovery Learning activities can also foster peer interaction, the sharing of diverse perspectives, and the development of teamwork skills. This shift towards a more student-centered approach can lead to increased enthusiasm for learning about Islamic practices and a more positive overall attitude towards Islamic Religious Education. However, the successful implementation of Discovery Learning requires careful planning and facilitation by educators. Teachers need to thoughtfully design inquiry-based activities, provide appropriate guidance and resources, and create a supportive learning environment that encourages exploration and critical thinking.

Assessment strategies should also align with the principles of Discovery Learning, focusing not only on the final answers but also on the students' learning processes and their ability to articulate their understanding. Addressing potential challenges such as varying levels of student readiness and the need for adequate time and resources is crucial for maximizing the effectiveness of this pedagogical approach. Ultimately, the adoption of Discovery Learning in teaching fasting material represents a promising avenue for enhancing students' understanding and appreciation of this fundamental Islamic practice. By empowering students to actively construct their own knowledge through exploration and inquiry, educators can foster a deeper, more meaningful, and more lasting comprehension that extends beyond mere memorization. This shift towards a more student-centered and engaging pedagogy has the potential to cultivate a generation of learners who are not only knowledgeable about their faith but also equipped with the critical thinking skills and intrinsic motivation to engage with its teachings in a profound and meaningful way throughout their lives.

CONCLUSION

Based on the class action research data obtained by researchers in the field, through data collection techniques in the form of test sheets, observation sheets on "Improving Students' Understanding of Fasting Material Through the Discovery Learning Method in Class VI SD Negeri Kajhu." it can be concluded that in Kajhu State Elementary School class VI in the Aceh Besar regency in the 2021/2022 school year, there is an increase in the learning outcomes of students from the pre-cycle level where there were 45% who completed the KKM assessment. After the cycle 1 research was carried out, the number of students who completed the study increased to 63.63%, then continued with cycle II,

increasing to 81.82%. From the results it can be concluded that the presentation of cycle II has reached the criteria of classical completion, so PAI learning on the material of the beautiful month of Ramadhan is declared complete.

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