

Utilization of Discovery Learning Model as an Effort to Increase Student Creativity in Islamic Religious Education Learning

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Abstract: This study aims to determine the effectiveness of the application of the discovery learning model in improving students' learning creativity on the material of respect and obedience to both parents. This study uses a qualitative method with a descriptive approach. The sample of the study was 9 students of class XI of At-Ta'lim Retok Majau Private Madrasah Aliyah. This study was conducted in two cycles, each cycle consisting of four stages. The results of the study indicate that the application of the discovery learning model can improve students' learning creativity. This can be seen from the increase in students' creativity in critical thinking, solving problems, and producing work. In the first cycle, the average score of students' learning creativity was 78.38 (fair category). In the second cycle, the average score of students' learning creativity increased to 86.66 (good category). Based on the results of this study, it can be concluded that the application of the discovery learning model is an effective strategy to improve students' learning creativity.

Keywords: discovery learning model, student creativity, islamic religious education.

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INTRODUCTION

Learning creativity is an important aspect in education that includes students' ability to put forward new ideas, approach subject matter in various innovative ways, and find creative solutions in solving problems (Ismaimuza, 2013; Ningsih et al., 2023; Silvia et al., 2023). In the creative learning process, students not only receive passive information, but they are also active in undergoing the learning process (Lubis & Wangid, 2019; Nurliza et al., 2024; Putra et al., 2023). They may formulate questions, put forward arguments, link concepts, and explore new ideas (Hastuti, 2019; Lubis, 2019). This learning creativity allows students to go beyond memorization and basic understanding, achieving a deeper understanding and thinking critically about the subject matter (Dasopang et al., 2023; Lubis et al., 2021). The influence of learning creativity in education is very significant. When students are able to apply creativity in learning, they tend to be more motivated and enthusiastic to explore difficult concepts (Aziz & Shaleh, 2019; Dasopang et al., 2022; Sari & Hamami, 2022). They may be more focused in the learning process and feel more involved, which in turn can improve their learning outcomes (Alidawati, 2019; Lubis, 2023; Schunk, 2012). Learning creativity also helps students develop critical thinking, analytical, and problem-solving skills, which are very valuable competencies in real life

(Santrock, 2011). In other words, learning creativity not only has a positive impact on students' understanding of the subject matter but also prepares them to face more complex challenges in the real world in more innovative ways (Wolfolk, 2016).

The process of providing learning to students must be accompanied by the use of appropriate learning models (Fatwa et al., 2023; Lubis et al., 2022; Siraj et al., 2023). As educators, they should be able to determine models that are appropriate to the material to be given (Dewi et al., 2020). The right learning model will also affect students' learning motivation, with the right model, students will learn well (Nourhasanah & Aslam, 2022; Pradana, 2016). Thus, the use of less effective learning models will greatly affect students' learning creativity. For this reason, teachers must provide injections in the form of motivation so that with this assistance students can get out of learning difficulties. So that the average value of the Qur'an Hadith subject expected by the teacher is 85. Based on the author's experience in the field, students who have a low level of participation and lack enthusiasm during the learning process tend to show a lack of creativity in learning. This is reflected in the average score obtained in the Qur'an Hadith subject, which showed limited improvement with a score of only 55. One of the main causes is the lack of student focus and lack of interest in the learning material. Students who are less creative are usually present in the learning process, but often have difficulty in thinking creatively, analyzing problems, and finding innovative solutions. This condition often results in increased stress levels and decreased learning motivation. Student learning creativity not only makes students involved in academic activities, but also plays a very important role in determining the extent to which students will assimilate information from a learning process (Darmadi, 2016; Dasopang & Lubis, 2021). Students who are creative in learning will apply higher cognitive processes to understand the material, so that they can absorb and process the material more effectively (Ismaimuza, 2013). Monotonous and less enthusiastic learning is a problem that dominates the educational environment. This can have a negative impact on student interest and learning outcomes. To overcome this challenge, a new learning model related to the application of discussion has been introduced. Discussion methods that focus more on interaction, dialogue, exchange of views, and critical analysis, aim to stimulate students' interest in the subject matter, including the values of "Respect and Obedience to Both Parents".

Within the framework of this study, the relevance of implementing the Discovery Learning Model is identified as a strategic step to improve students' learning creativity (Sulfemi, 2019). The main objective is to overcome the problem of lack of interest and less than optimal learning outcomes by utilizing the potential advantages of a more interesting and critical thinking discussion method (Nugraha et al., 2017). The alignment between the Discovery Learning Model and the discussion-based learning method that encourages students to develop creativity and generate new ideas in solving problems is the main focus in efforts to create a more meaningful learning experience and have a positive impact on student learning.

METHODS

The type of research used in this study is Classroom Action Research. Classroom Action Research has an important role in developing learning models in the classroom. Classroom Action Research is a scientific activity carried out by teachers in their own classes by designing, implementing, observing, and reflecting on actions through several cycles collaboratively and participatively which aim to improve or enhance the quality of the learning process in their classes. Classroom action research is carried out through a dynamic, essential, and complementary process consisting of four essential moments, namely planning, action, observation, and reflection. These four stages are elements that form a cycle (in accordance with the characteristics of classroom action research). The number of cycles cannot be determined before this classroom action research is carried out. In this case, researchers carry out actions from cycle I, if in cycle I the research has not

succeeded according to the success criteria, then the researcher will continue to cycle II and the next cycle. The research model used by researchers is the Classroom Action Research cycle model developed by Kemmis and Mc Taggart as shown in the picture below.

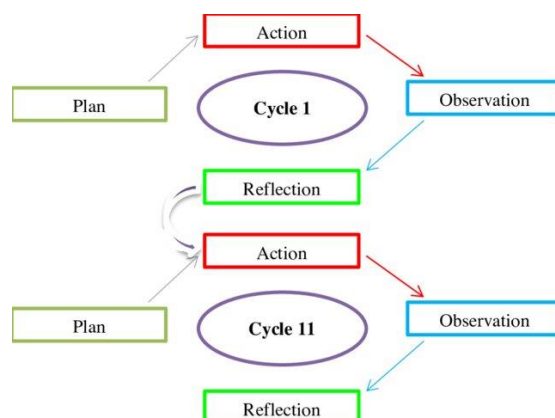


FIGURE 1. *Research Design*

The subjects of this study were 9 students of class XI MAS At-Ta'lim Sebangki. The determination of the subjects of this study was based on the problem of low student creativity in learning in the class. The data collection techniques used were observation and tests. The observation used in this study was non-participant observation with a rating scale ranging from 1-4. Observation was used to analyze student and teacher learning activities. In addition to using observation, data was also obtained using test techniques. The type of test used was a written test in the form of descriptive questions. The test was used to obtain data on student creativity. All data obtained were analyzed using descriptive statistical techniques.

RESULTS AND DISCUSSION

Before conducting the research, the researcher conducted a preliminary study before collecting data. The preliminary study was conducted in class XI MAS At-Ta'lim on Monday, October 25, 2023. Through observation, the level of student learning creativity can be monitored. From the results of the preliminary study, the level of student learning creativity in Class XI MAS At-Ta'lim still needs to be improved. This can be seen from several students who have not been able to express their ideas and thoughts in learning well. When the teacher explains, there are still students who are not focused and pay less attention. During the learning process, students have not been able to be actively involved. This is in accordance with the results of observations which show a student learning participation score of 52.98 which is still below standard.

FIRST CYCLE

The planning that has been done by the researcher is to prepare the needs in cycle I by preparing learning tools such as RPP, LKPD, evaluation questions, and media. The media used is a learning video to clarify the material of Respect and Obey Both Parents. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of the level of student learning creativity.

The first meeting of cycle I was held on Wednesday, November 1, 2023 with a time allocation of 2 x 45 minutes. The teacher started the learning by greeting students, praying together, asking for news, conveying apperception, conveying meaningful understanding, giving provocative questions, reviewing the material, and conveying learning objectives, learning steps, and types of assessments. In the core activity, students watched a video on the topic of being kind to both parents. After that, students identified things that were not

yet known and asked questions related to the material. Students were then divided into two groups to discuss and answer these questions. In group discussions, students collected data and information from various sources, such as books, the internet, and personal experiences. After the data and information were collected, students verified them to ensure their accuracy. Furthermore, students made mind maps to make it easier to understand the material. After that, students presented the results of the group discussion in front of the class. At the end of the core activity, students concluded the material together with the teacher. As a closing of the learning, students provided reflections to recall what had been learned and what still needed to be learned. The teacher then gives students assignments to study the material for next week. After that, the teacher closes the learning by praying together to ask for safety and smooth learning. Observations in this study involved the activities of researchers and co-researchers during learning. Co-researchers examined the teacher's activities, while the teacher, as a researcher, observed the activities and creativity of students during the learning process by filling out the observation sheets that had been prepared. Based on the results of observations of teacher activities in cycle I, the teacher has succeeded in implementing learning well, namely, getting a score of 87.5 (good category). Overall, the teacher has mastered the material and implemented the discovery learning model well. They also create a positive learning environment and encourage active student participation. However, there is room for improvement in providing more objective feedback, deeper exploration of the material, and providing more opportunities for students to express their opinions.

Observation of student activity and creativity was carried out by the teacher during the learning activities. The following are the results of observations of student activity and creativity. Based on the observation sheet of student activity and creativity, overall, students showed sufficient activity and creativity in learning. They were able to observe videos quite well, listen to teacher explanations quite well, be active in discussions, collect and process data relevant to the formulation of the problem, and create artwork or creative products quite creatively.

The test given to students was in the form of descriptive questions, consisting of 4 test questions. Based on the table of student assessment results above, it can be concluded that the average student test score was 67, which means lacking. There was 1 student (Khoirunnisa) who got a good score, namely 85. There were 4 students who got less than good scores, namely 65, 70, 60, and 55. There were 3 students who got sufficient scores, namely 80. In general, the results of the student test showed that students' understanding of the material on respecting and obeying both parents was still not optimal.

Based on the results of teacher, student, and student test scores observations, it can be explained that 1) Teachers have successfully implemented learning well, but there are still several aspects that need to be improved, such as providing more objective feedback, deeper exploration of the material, and providing more opportunities for students to express their opinions; 2) Students show quite good activity and creativity in learning, but there are still several aspects that need to be improved, such as listening to teacher explanations, being active in discussions, and creativity in making artwork or creative products; 3) The average student test score is 67, which means lacking. This shows that students' understanding of the material on respecting and obeying both parents is still not optimal. Based on these results, teachers need to do the following things to improve student learning outcomes: 1) Teachers need to provide more objective feedback to students, both verbally and in writing. Objective feedback can help students understand their strengths and weaknesses, so that they can improve them; 2) Teachers need to explore the material more deeply, so that students can understand the material better. This can be done by giving more challenging tasks or by inviting students to do research; 3) Teachers need to provide more opportunities for students to express their opinions, both in discussions and in the form of artwork or creative products. This can help students develop their critical and creative thinking skills.

SECOND CYCLE

Cycle II was carried out in one meeting in class XI MAS At-Ta'lim. The first meeting was held on November 4, 2023. One meeting was held for 2 x 45 minutes. In cycle II, the researcher prepared the same learning devices and research instruments as cycle I. The learning media used remained in the form of learning videos.

The activities in Cycle II showed significant similarities with Cycle I. In the initial activities, as was done in Cycle I, the teacher again started the learning by greeting the students, praying together, and conveying initial information, including aspects such as apperception, meaningful understanding, trigger questions, and reviewing the material.

In the core activities, the approach remained in line with Cycle I. Students were still invited to observe the material through the media, ask questions, discuss in groups, and present the results of the discussion. The process of data collection, verification, and understanding the material by making mind mapping was also still an integral component in this activity. The closing activities in Cycle II reflected continuity with Cycle I. Students again provided reflections on the learning, the teacher gave assignments for the following week, and the learning was closed with a joint prayer for the safety and smoothness of the teaching and learning process. Thus, it can be concluded that the activities in Cycle II were substantially the same as those carried out in Cycle I.

Observations in Cycle II continued to involve researchers and fellow researchers during the learning process. Fellow researchers continued to examine the teacher's activities, while the teacher, as a researcher, continued to observe the activities and creativity of students during the learning process by filling out the observation sheets that had been prepared. Based on the results of observations of teacher activities in cycle II, the teacher has succeeded in implementing learning very well, namely, getting a score of 94 (very good category).

Skills in learning aspects, including introduction, core activities, and closing, all look good. The teacher is able to open learning in an interesting way, manage the class well, convey material clearly, and provide constructive feedback. His ability to stimulate active discussion, use appropriate learning media, and encourage student creativity is also seen. With these positive results, teachers can continue to maintain high performance and even improve it.

Observations of student activities and creativity are carried out by teachers during learning activities. The following are the results of observations of student activities and creativity. Based on the observation sheet of student activities and creativity at MAS At-Ta'lim in learning the Qur'an Hadith, the material Respect and Obedience to Both Parents shows positive results. In general, the average score of student activity reaches 89, which is included in the good category. Students show good activity in watching videos, listening to teacher explanations, discussing in groups, and collecting and processing data relevant to the formulation of the problem.

Students' creativity was also assessed as good with an average score of 86. They showed creativity in creating artwork or creative products (mind mapping/concept maps) and presenting the results of creative products with groups. Most students were able to produce interesting and informative artwork or creative products, and present them well and interestingly with their groups.

The test given to students in cycle II was the same as the test in cycle I, namely in the form of descriptive questions, consisting of 4 test questions. Based on the results of the students' tests, it can be concluded that overall the test results were in the good category. This can be seen from the average student test score which reached 86.

Based on the results of observations of teachers, students, and student test scores, it can be explained that Cycle II of learning the Qur'an Hadith material on Respect and Obedience to Both Parents at MAS At-Ta'lim showed positive results. Students have been able to think critically and actively and creatively in participating in learning, especially

with the application of the discovery learning model which effectively stimulates activity and creativity.

The test results showed that students had demonstrated critical thinking skills in dealing with certain situations. Therefore, there are no specific suggestions for improvement needed for cycle III. Hopefully, students' critical thinking skills will continue to improve, supporting a deeper understanding of the material.

CONCLUSION

Based on the results of the classroom action research that has been conducted, it can be concluded that the application of the discovery learning model can improve the learning creativity of class XI MAS At-Ta'lim students on the material "Respect and Obey Both Parents". This can be seen from the results of observations and questionnaires which show that students' learning creativity increased from cycle I to cycle II. In cycle I, the average score of students' learning creativity was 78.38 (sufficient category). In cycle II, the average score of students' learning creativity increased to 86.66 (good category).

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