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Efforts to Improve Students' Analytical Skills in Islamic Religious Education Learning by Using the Discovery Learning Model

Buhori Muslim ✉, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

✉ *buhori.muslim@ar-raniry.ac.id*

Abstract: The purpose of this study is to improve students' analytical skills in Islamic Religious Education subjects. This classroom action research was carried out with a time allocation of 3 teaching hours, 2 meetings and implemented in 2 cycles. If the first cycle has not shown the expected results, it will be continued in the next cycle (cycle II). iii Actions in cycle II are improvements and refinements of the actions carried out in cycle I. Therefore, the actions in cycle II were carried out by looking at the results of observations of teaching and learning activities and student learning outcomes in cycle I. The material taught in accordance with the Mapping of Competency Standards, Basic Competencies and Indicators in class XI is material about faith in the books of Allah. The learning outcomes obtained by students through written tests at the end of the lesson for cycle I were 10 students (50%) who had achieved learning completion and there were still 10 students (50%) who had not achieved learning completion with student absorption reaching 77.69%. In cycle II there was an increase to 20 people (100%) who achieved learning completion with student absorption reaching 83.9%. Observations on teaching and learning activities in cycle I 5 aspects (62.5%) obtained good criteria and 3 aspects (37.5%) obtained sufficient criteria. In the second cycle increased to 7 aspects (87.5%) obtained good criteria and only 1 aspect (12.5%) obtained sufficient criteria Based on the results of the research and discussion conducted, it is clear that through the Discovery Learning Learning Model and its use in Islamic Religious Education subjects for the material of faith in the books of Allah, students experienced an increase in learning outcomes. Likewise, in the implementation of learning there was an increase in Suggestions, the use of appropriate and interesting media, time allocation and student organization need to be considered in order to achieve efficiency and effectiveness of student learning outcomes.

Keywords: Analytical skills, islamic religious education, discovery learning model

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INTRODUCTION

Education is a conscious effort made by a person or group of people in an effort to mature humans through teaching and training efforts (Schunk, 2012). In the process of human maturity that lives and develops, it is clear that humans always change and that change is the result of learning (Dasopang et al., 2022; Wolfolk, 2016). This means that in education there is a process of changing attitudes and behavior (Dasopang & Lubis, 2021; Lubis & Wangid, 2019; Pasaribu et al., 2023). The learning process in schools as a teaching and learning activity in which there are two subjects, namely teachers (educators) and

students as learners (Djollong, 2019; Pianda, 2018; Santrock, 2011). The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic, and enjoyable learning (Darmadi, 2016; Lubis, 2024; Ningsih et al., 2023; Silvia et al., 2023). This has implications for the awareness and active involvement between the two learning subjects, namely the teacher as the initial initiator, guide and facilitator with students as people who experience and are actively involved in obtaining self-change in the learning itself (Lubis & Lubis, 2024; Nurliza et al., 2024; Putra et al., 2023). Learning outcomes are a target to be achieved in the learning process that includes the cognitive, affective and psychomotor domains (Lubis, 2019; Lubis et al., 2021; Wahyuni & Ananda, 2022; Zamaludin et al., 2016). To optimize the achievement of learning outcomes, an educational interaction is needed in the learning process. Islamic Religious Education is a main subject that will not only emphasize practice in everyday life in the midst of society (Alkindi et al., 2021; Diba & Muhid, 2022). Therefore, Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving student competencies as a whole which includes the cognitive, affective and psychomotor domains. The material on faith in the books of Allah SWT is included in the aspect of faith. In general, students learn faith material by listening to teacher lectures. In the 2023/2024 academic year, from the results of discussions with subject teachers who were assigned to teach in class VIII, information was obtained that student learning outcomes with this learning model, students who were actively involved in this learning activity were only 50%. In addition, the results of the formative test given showed that only 65% of students completed their studies with an absorption capacity of 65. Facing conditions like this, researchers are interested in conducting classroom action research to find a way or learning technique supported by learning media so that students can be actively involved and can improve their learning outcomes. Through Discovery Learning and on the material of faith in the books of Allah SWT, it is hoped that students can gain impressive and meaningful knowledge. Thus, students will be more motivated to apply this knowledge in their daily life behavior.

METHODS

This research is a classroom action research conducted at SMP Negeri 3 Woyla Barat class VIII with 20 students, consisting of 8 male students and 12 female students. This research is based on the consideration that student achievement is not optimal. This can be seen from the relatively low average score of students in this class. This classroom action research was conducted with a time allocation of 3 teaching hours, 1 meeting and implemented in 2 cycles. If the cycle I has not shown the expected results, it will be continued in the next cycle (cycle II). The actions in cycle II are improvements and refinements of the actions carried out in cycle I. Therefore, the actions in cycle II were carried out by looking at the results of observations of teaching and learning activities and student learning outcomes in cycle I. The material taught in accordance with the Mapping of Competency Standards, Basic Competencies and Indicators in class XI is material about faith in the books of Allah SWT. The research action procedures are the planning, action, observation and reflection stages. The things carried out in the planning stage are 1) Making a research schedule; 2) Conduct discussions with colleagues, partner teachers and all parties who assist in implementing the action; 3) Prepare a Learning Implementation Plan; 4) Create an observation sheet used in observing the teaching and learning process; 5) Determine learning aids and resources that are relevant to the lesson material; 6) Design an evaluation tool to see the mastery of learning materials as well as student learning outcomes. The next stage is the action implementation stage. Before implementing the action, students are conditioned to be ready to learn. The teacher conveys the competencies that must be achieved by students and conducts apperception. The implementation of the action is carried out in the classroom when reading and

studying information and filling out worksheets, using videos of material on faith in the books of Allah SWT.

Next is the observation stage. At this stage, 1) The teacher monitors the situation of student activities in the learning process and the implementation of teaching and learning activities through observation sheets; and 2) The teacher provides an evaluation through multiple choice questions with the HOTS (Higher Order Thinking Skills) compilation technique. Analysis and Reflection Stage Carrying out analysis and reflection on the results of the assessment and observation If cycle I has not provided the expected results, then continue to cycle II. The data source of this study was eighth grade students of junior high school. The data collection techniques used were observation and es. Observation to determine the situation and activities of students in carrying out learning activities through the Discovery Learning learning model and the use and implementation of teaching and learning activities. while the cognitive test is used to determine students' ability to master the material. The results of the cognitive test obtained through the final test are analyzed descriptively to determine the achievement of minimum learning completion criteria. The results of the observations are analyzed descriptively to determine the learning situation.

RESULTS AND DISCUSSION

Peningkatan hasil belajar siswa untuk menguasai kompetensi keimanan kepada kitab-kitab Allah SWT nampak setelah membandingkan hasil penelitian yang dicapai pada siklus I dan II, baik dari segi aktivitas siswa maupun aktivitas guru selama pelaksanaan pembelajaran, evaluasi hasil belajar siswa melalui tes tertulis pada akhir pelajaran serta respon siswa tentang proses pembelajaran itu sendiri. Peningkatan hasil belajar siswa ini berkaitan erat dengan modifikasi langkah-langkah pembelajaran yang dilaksanakan oleh siswa. Dalam hal ini siswa termotivasi untuk mengerahkan seluruh aktivitas mentalnya, memusatkan perhatiannya (konsentrasi), agar dapat menemukan dan mengidentifikasi hal-hal pokok/penting dari materi atau bahan ajar.

Untuk selanjutnya siswa lebih mempermantap pemahamannya tentang materi dengan mengajarkan atau saling membagi antar satu dengan yang lain. Pemahaman materi lebih ditingkatkan lagi melalui penggunaan dalam bentuk video pembelajaran yang ditayangkan. Sehingga siswa bukan hanya sekedar menguasai secara kognitif materi keimanan kepada kitab-kitab Allah Swt, akan tetapi memberi kesan yang lebih mendalam bagi pembentukan sikap dan perilaku hidupnya sehari-hari. Untuk lebih mengoptimalkan kegiatan pembelajaran dengan model belajar discovery learning yang dikolaborasikan dengan penggunaan sangat membutuhkan keahlian dan kepiawaian guru, baik dalam hal pengaturan efisiensi waktu, pengeloalaan kelas, maupun dalam penggunaan perangkat pendukung. Meskipun hasil belajar siswa melalui model belajar discovery learning yang dikolaborasikan dengan penggunaan namun masih perlu pengembangan lebih lanjut.

Hal ini berdasarkan hasil pengamatan pada kegiatan belajar mengajar yang menunjukkan ada beberapa siswa yang hanya memperhatikan tayangan gambar tapi kurang memperhatikan narasi lisan maupun yang tertulis. Hal ini diantisipasi oleh guru dengan cara memperbesar volume suara pada speaker. Adapun hal yang perlu diperhatikan oleh guru antara lain adalah : 1. Pemberian motivasi bagi siswa hendaknya dilakukan dengan tepat dan berkesinambungan. Hal ini dimaksudkan agar siswa bersemangat dan berminat untuk mengikuti kegiatan belajar. 2. Pengorganisasian dan pengelolaan waktu dilakukan seefektif dan seefisien mungkin. Hal ini dimaksudkan agar siswa tidak berhenti atau terfokus pada satu tahapan kegiatan saja. 26 3. Penggunaan media hendaknya dipersiapkan dengan matang sebelum kegiatan belajar dimulai 4. Memberikan penekanan khusus (intens) pada materi pokok dan yang penting dilakukan untuk lebih memantapkan pemahaman , ingatan siswa serta penerapan keimanan pada hari akhir dalam sikap hidup sehari-hari. Berdasarkan pengamatan hasil belajar siswa yang diperoleh dari hasil tes tertulis 73,1%. yang tuntas. Sedangkan daya serap siswa

adalah 77,69 %. Di samping itu masih terdapat 7 orang siswa 26,9 % yang belum tuntas Sehingga dengan melihat kenyataan ini diperlukan tindakan lebih lanjut karena belum mencapai kriteria keberhasilan siswa dalam belajar. Pada siklus I terdapat beberapa kelemahan dalam proses pembelajaran. Hal ini tampak dalam hal-hal seperti siswa belum termotivasi untuk segera menyelesaikan tugas pada lembar kerja, sehingga estimasi waktu yang telah ditetapkan oleh guru tersita untuk mengarahkan dan membimbing siswa supaya dapat bekerja bersama dalam kelompok.

Berdasarkan kelemahan-kelemahan pada uraian di atas dilaksanakan langkah – langkah perbaikan pada siklus II yaitu : 1. Guru memberikan motivasi kepada seluruh siswa tentang tujuan pokok mempelajari materi iman kepada kitab-kitab Allah Swt semata-mata demi keselamatan hidup dunia dan akhirat, menjelaskan langkah-langkah kegiatan yang akan dilakukan, memberi kesempatan untuk mempelajari dan memahami materi melalui discovery learning, serta dalam hal menyelesaikan tugas pada lembar kerja. 2. Alokasi waktu untuk menyelesaikan setiap tahapan kegiatan disampaikan kepada siswa sehingga siswa memiliki target waktu untuk menyelesaikan tugas 3. Tampilan pesan disajikan pada awal dan akhir pembelajaran melalui, serta kegiatan pembelajaran dilakukan di ruang kelas yang memungkinkan. 4. Dengan pengaturan waktu yang tepat, guru memiliki waktu yang cukup untuk memberikan penekanan khusus pada siswa untuk memberikan penekanan khusus pada materi inti yaitu dengan cara menugaskan siswa untuk membaca sambil meresapi makna dalil naqli yang berkaitan dengan iman kepada kitab-kitab Allah Swt yang terdapat pada Al-Qur'an maupun hadis.

Setelah dilakukan tindakan perbaikan melalui langkah-langkah perbaikan sebagaimana pada uraian sebelumnya, maka pada siklus II terjadi peningkatan pada situasi pembelajaran dan hasil belajar siswa baik pada proses pembelajaran maupun akhir pelajaran yaitu : 1. Hasil belajar yang diperoleh siswa melalu tes tertulis pada akhir pelajaran untuk siklus I terdapat 20 siswa (50,0 %) yang telah mencapai ketuntasan belajar dan masih terdapat 10 siswa (50,0 %) yang belum mencapai ketuntasan belajar dengan daya serap siswa mencapai 77,69 %. Pada siklus II terjadi peningkatan menjadi 20 orang (100 %) yang mencapai ketuntasan dalam belajar dengan daya serap siswa mencapai 83,9 %. 2. Pengamatan tentang kegiatan belajar mengajar pada siklus I 5 aspek (50.0%) yang memperoleh kriteria baik dan 3 aspek (37.5%) yang 28 memperoleh kriteria cukup. Pada siklus kedua meningkat menjadi 7 aspek (87,5 %) yang memperoleh kriteria baik dan 1 aspek (12,5%) memperoleh kriteria cukup. Berdasarkan hasil penelitian dan pembahasan yang dilakukan, jelaslah bahwa melalui discovery learning dan penggunaan pada mata pelajaran Pendidikan Agama Islam untuk materi iman kepada kitab- kitab Allah Swt siswa mengalami peningkatan pada hasil belajar. Demikian pula pada pelaksanaan pembelajaran terjadi peningkatan. Pengamatan tentang kegiatan belajar mengajar pada siklus I 5 aspek (62.5%) yang memperoleh kriteria baik dan 3 aspek (37.5%) yang memperoleh kriteria cukup. Pada siklus kedua meningkat menjadi 7 aspek (87,5%) yang memperoleh kriteria baik dan 1 aspek (12,5%) yang memperoleh cukup. Dengan demikian hipotesis yang telah dirumuskan dalam penelitian ini dapat dibuktikan yaitu "Dengan melalui discovery learning dan penggunaan pada materi Iman Kepada Kitab-Kitab Allah Swt, maka hasil belajar siswa meningkat".

CONCLUSION

The learning outcomes achieved and obtained by students from the written test evaluation at the end of learning increased, for cycle I 10 students (50.0%) had achieved learning completion and there were still 10 students (50.0%) who had not achieved learning completion with student absorption reaching 77.69%. In cycle II there was an increase to 20 people (100%) who achieved completion in learning with student absorption reaching 83.9%. 2. Observations on teaching and learning activities in cycle I, 5 aspects (62.5%) obtained good criteria and 3 aspects (37.5%) obtained sufficient criteria. In the second cycle it increased to 7 aspects (87.5%) which obtained good criteria and 1 aspect (12.5%)

obtained sufficient criteria. 3. Through discovery learning and use, students can optimize their mental abilities to be active, learn in an atmosphere that touches the heart and is full of togetherness which in turn helps students achieve learning completion on the material of faith in the books of Allah SWT. Apart from that, learning becomes more meaningful.

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