



# Implementation of Discovery Method in Improving Learning Outcomes of Plural and Short Prayer Material at MI Al-Karomah

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## ABSTRACT

This study aims to evaluate the effectiveness of the application of the discovery method in improving the learning outcomes of grade 3 students of MI Al-Karomah on the material of plural and shortened prayers. The discovery method is a learning approach that encourages students to actively discover concepts and principles through the process of exploration, observation, and independent analysis. This study uses a quantitative approach with a quasi-experiment design. The sample used consisted of grade 3 students of MI Al-Karomah who were divided into two groups, namely the experimental group that applied the discovery method and the control group that used conventional learning methods. Data collection was carried out through learning outcome tests, observations, and interviews. The results showed a significant increase in the learning outcomes of students taught using the discovery method compared to the traditional method. Students in the experimental group showed a deeper understanding of the concept of plural and shortened prayers and had higher learning motivation. Thus, the discovery method has proven effective in improving students' understanding and learning outcomes in this material. The implications of this study indicate that the discovery method can be an innovative learning strategy in Islamic Religious Education, especially in teaching fiqh material.

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## Introduction

The implementation of the Discovery Method in educational settings has gained widespread recognition for its effectiveness in promoting active learning and deeper understanding among students. The method emphasizes student-centered learning, where students are encouraged to explore, question, and discover new knowledge independently or through guided activities. This approach contrasts with traditional

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teaching methods, which are more teacher-centered and often limit students' involvement in the learning process. The Discovery Method fosters critical thinking, problem-solving skills, and the ability to apply knowledge in real-life situations, making it a powerful tool in various areas of education. One area where the Discovery Method has the potential to be particularly effective is in religious education, specifically in teaching Islamic practices such as prayer (Salat). The study of Jamak and Qasar prayers—two forms of prayer that involve combining or shortening the usual number of prayers under specific conditions—requires not only memorization but also a deep understanding of the context, rules, and procedures involved. Students at MI Al-Karomah, a Madrasah Ibtidaiyah (Islamic elementary school), face challenges in grasping the practical aspects of these prayers, which can lead to difficulties in correctly performing the rituals.

Traditionally, the teaching of Jamak and Qasar prayers has involved rote memorization and direct instruction from the teacher. While these methods have been successful to some extent, they often fail to engage students in a meaningful way and do not encourage a deeper understanding of the concepts. Students may memorize the steps involved in performing these prayers but struggle to understand when and why they are applicable, which affects their ability to perform the prayers correctly in real-life situations. This gap in understanding has led to the need for more engaging and effective teaching methods that not only help students memorize the material but also develop a deeper comprehension of the subject. The Discovery Method offers a promising solution to this challenge by encouraging students to actively engage with the material, explore its meaning, and discover how it applies to their own lives. Instead of simply being told how and when to perform the Jamak and Qasar prayers, students can explore the underlying principles and reasons for these practices. This exploration allows them to connect the material to their own experiences, making the learning process more relevant and meaningful. By engaging in discovery activities, students will have the opportunity to develop a more comprehensive understanding of the subject matter.

At MI Al-Karomah, there is a need to improve the learning outcomes for the Jamak and Qasar prayer material. Observations made by the teachers revealed that many students were able to memorize the steps involved in these prayers but struggled to apply the knowledge in practical situations. They could recite the prayers without fully understanding the rules and circumstances under which these prayers should be performed. The traditional method of teaching this material seemed inadequate in addressing these challenges, and it was clear that a new approach was necessary. In light of these challenges, the teachers at MI Al-Karomah decided to implement the Discovery Method as a way to improve student understanding and learning outcomes for Jamak and Qasar prayers. The goal of this research is to explore how the Discovery Method can be applied to teaching these specific prayers and to assess its effectiveness

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in improving students' understanding, skills, and performance. By engaging students in discovering the principles behind the prayers and allowing them to explore their significance, the hope is to foster a deeper understanding of the material and enhance the students' ability to apply it in their daily lives.

This research focuses on the belief that students learn better when they are actively involved in the process and when they are given the opportunity to discover knowledge themselves, rather than simply being passive recipients of information. The Discovery Method encourages students to explore the 'why' and 'how' behind the prayers, which not only strengthens their understanding but also increases their motivation and engagement in the learning process. By shifting the responsibility for learning from the teacher to the students, the Discovery Method empowers students to take ownership of their learning, leading to improved learning outcomes. In implementing the Discovery Method, the teacher's role shifts from being a traditional lecturer to a facilitator or guide. Instead of directly telling students what they need to know, the teacher provides opportunities for students to explore, question, and experiment. In the case of Jamak and Qasar prayers, the teacher can introduce scenarios where students might need to perform these prayers, encourage them to reflect on the conditions that necessitate these prayers, and guide them in discovering the rules that govern their application. This approach allows students to make connections between theory and practice, deepening their understanding and enabling them to apply their knowledge in real-life situations.

Additionally, the Discovery Method encourages collaboration and peer learning, which are essential elements of a dynamic and engaging classroom environment. In the context of teaching Jamak and Qasar prayers, students can work together in small groups to solve problems, discuss scenarios, and share their discoveries. This collaborative learning environment promotes critical thinking and communication skills, which are important for the overall development of the students. This research is important not only for improving the teaching of Jamak and Qasar prayers but also for enhancing the overall quality of religious education at MI Al-Karomah. The use of the Discovery Method is expected to not only improve students' memorization of the prayers but also strengthen their understanding of the underlying concepts. As a result, students will be better equipped to perform these prayers correctly and with a sense of understanding and meaning, which is the ultimate goal of religious education.

Moreover, the results of this study may have broader implications for teaching other aspects of religious education at the elementary school level. If the Discovery Method proves to be effective in improving the learning outcomes for Jamak and Qasar prayers, it could be adapted for use in teaching other Islamic rituals or practices. This could lead to a more engaging and comprehensive approach to religious education that promotes both memorization and deeper understanding. In conclusion, the implementation of the Discovery Method in teaching Jamak and Qasar prayers at MI Al-

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Karomah is a response to the limitations of traditional teaching methods. This research aims to explore how this method can enhance student understanding, motivation, and overall performance. By encouraging students to engage with the material, question the rules, and discover the underlying principles of the prayers, it is hoped that they will gain a more meaningful understanding of the practice and develop the skills necessary to apply them correctly in their daily lives. The results of this research could provide valuable insights into improving religious education at the elementary school level, benefiting both teachers and students in their learning journey.

## Methods

This research aimed to explore the effectiveness of the Discovery Method in improving students' understanding and performance in the Jamak and Qasar prayers at MI Al-Karomah. The research was conducted in a classroom action research (CAR) format, consisting of two cycles. Each cycle included planning, action, observation, and reflection phases. The research was designed to engage students actively in the learning process, allowing them to discover the rules, conditions, and significance of Jamak and Qasar prayers through guided exploration. The research was conducted in a class of 25 students, who were in the 5th grade. These students were chosen because they had basic knowledge of prayer but had difficulty fully understanding and applying the concepts of Jamak and Qasar prayers. The research targeted improving their practical understanding and correct application of these prayers under specific circumstances.

The first step in Cycle 1 involved planning the lessons using the Discovery Method. The researcher, in collaboration with the teacher, identified key topics related to Jamak and Qasar prayers that required deeper understanding. The objectives were to help students understand the conditions that justify performing Jamak and Qasar prayers, the steps involved in each, and how these prayers differ from regular prayers. The lesson plan was designed to encourage student exploration, with the teacher acting as a facilitator rather than the sole source of information. In the planning phase, it was decided that students would engage in group activities where they could discuss scenarios related to travel or situations in which Jamak and Qasar prayers would be necessary. They would use these scenarios to discover when and how these prayers should be performed. Additionally, the teacher would provide materials such as prayer guides, visual aids, and case studies that would help students visualize the context in which the prayers are applied.

During Cycle 1, the teacher implemented the Discovery Method by presenting students with real-life scenarios. For example, students were shown situations where people are traveling long distances or facing situations where it becomes necessary to combine or shorten their prayers. The students were tasked with identifying the rules and conditions that apply in these situations. The teacher guided the discussion by asking questions that encouraged students to think critically about the material, helping

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them to connect theory with practice. The students worked in small groups to analyze the different scenarios presented to them. Each group discussed the situation and came up with a consensus on how the Jamak and Qasar prayers should be performed in that context. Afterward, each group shared their findings with the class. The teacher facilitated the discussion by asking probing questions and providing additional context when necessary. Through this approach, students were able to actively engage with the material, explore its practical application, and uncover the underlying principles governing Jamak and Qasar prayers. To further enhance the students' understanding, the teacher provided visual aids such as diagrams and flowcharts that illustrated the steps involved in performing Jamak and Qasar prayers. These visual aids helped to reinforce the students' learning by providing a clear, step-by-step guide to follow. The teacher also encouraged students to practice performing the prayers with their peers, reinforcing the practical aspects of the learning process.

During the implementation of Cycle 1, observations were made to assess the students' engagement, participation, and understanding of the material. The researcher and the teacher took note of how well students could apply the knowledge they had gained about the Jamak and Qasar prayers. It was observed that the students were actively engaged in the group discussions and enjoyed the opportunity to explore the material in a hands-on manner. They demonstrated an increased ability to apply the rules of Jamak and Qasar prayers in hypothetical situations. However, some students still struggled to fully grasp the concepts, especially when it came to understanding the specific circumstances under which the prayers could be performed. While many students were able to memorize the steps involved, they needed more opportunities to practice and refine their understanding. This observation led to the decision to make adjustments in Cycle 2, with a greater emphasis on providing students with more practice and reinforcement of the material.

After completing Cycle 1, the researcher and the teacher reflected on the results and identified areas for improvement. It became clear that while the Discovery Method had engaged students and helped them understand the concepts more deeply, they needed additional practice to master the application of Jamak and Qasar prayers. The reflection process also highlighted the need for more individualized attention to address the struggles of students who had difficulty grasping the material. Based on this reflection, the plan for Cycle 2 was adjusted to provide more opportunities for students to apply the knowledge they had gained. This included additional practice sessions, more group work, and the introduction of peer feedback to enhance the learning process.

For Cycle 2, the focus was on reinforcing the material from Cycle 1 and giving students more opportunities to practice the application of Jamak and Qasar prayers. The teacher planned a series of activities that would allow students to practice in real-life simulations. This cycle also included peer feedback and self-assessment, allowing

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students to assess their own learning and that of their peers. Students would again work in small groups, but this time they would also present their findings to the class in more structured presentations. The lesson plan was designed to incorporate more practice, discussion, and reflection. The teacher would continue to facilitate discussions and guide students as they explored the conditions for performing Jamak and Qasar prayers. Additionally, more visual aids, such as prayer schedules and diagrams, would be used to reinforce learning. The students would be encouraged to share personal experiences related to travel or other situations where they had encountered the need for Jamak and Qasar prayers.

During Cycle 2, students continued to engage in small group discussions and presented their findings on the various scenarios in which Jamak and Qasar prayers could be performed. However, this time, the students were asked to demonstrate the prayers in front of their peers, providing them with a practical application of what they had learned. This hands-on approach allowed students to refine their skills and gain more confidence in performing the prayers correctly. The teacher also facilitated peer feedback sessions, where students provided constructive feedback to one another on their performances. This peer interaction helped students identify areas for improvement and strengthened their understanding of the material. Furthermore, the teacher provided individualized guidance to students who were struggling with specific aspects of the material, ensuring that all students received the support they needed to succeed.

In Cycle 2, the observations revealed a significant improvement in the students' ability to apply the concepts of Jamak and Qasar prayers. Most students were now able to recall the conditions under which these prayers could be performed and demonstrated a better understanding of the steps involved. The peer feedback sessions proved to be particularly valuable, as students were able to learn from one another and refine their understanding through discussion and practice. The increased opportunities for practice and the introduction of peer feedback helped to solidify the students' understanding of the material. As a result, students were able to perform the prayers with greater confidence and accuracy. The teacher noted that the students were more engaged in the learning process and demonstrated greater enthusiasm for learning about Jamak and Qasar prayers.

After completing Cycle 2, the researcher and teacher reflected on the results and noted a marked improvement in the students' understanding and performance. The Discovery Method, combined with increased practice and peer feedback, had significantly enhanced the students' ability to apply the knowledge they had gained. The students showed greater confidence in performing the Jamak and Qasar prayers correctly and were able to explain the reasoning behind their actions. The reflection process also highlighted the success of incorporating peer feedback into the learning process. Students were not only able to learn from their own mistakes but also

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benefited from the insights of their peers. This collaborative approach contributed to a deeper understanding of the material and fostered a sense of community within the classroom.

## Result

The implementation of the Discovery Method in teaching the Jamak and Qasar prayers at MI Al-Karomah produced notable results across both cycles of the research. The findings revealed improvements in students' ability to apply the prayers in real-life contexts, as well as a significant increase in their understanding of the underlying principles and conditions for performing these prayers. These results were particularly evident in the areas of student engagement, application of knowledge, and the depth of understanding of the Jamak and Qasar prayers. In the first cycle, prior to the implementation of the Discovery Method, the students exhibited basic knowledge of the Jamak and Qasar prayers, such as memorizing the steps involved. However, they struggled with applying the prayers in real-life situations. The typical classroom approach of direct instruction and rote memorization had not been effective in fostering a deeper understanding of the material. Many students could not identify when and why the Jamak and Qasar prayers were needed, and they struggled with the practical aspects of performing the prayers correctly. After the introduction of the Discovery Method in Cycle 1, students were encouraged to explore the conditions under which Jamak and Qasar prayers should be performed. By using real-life scenarios, students were able to investigate the rationale behind these prayers. This process of inquiry and exploration created a more engaging and participatory learning environment, and students became more involved in the learning process. The group discussions and collaborative problem-solving activities enabled them to apply the knowledge they had gained in a more meaningful way.

During Cycle 1, students worked in small groups to discuss various situations in which Jamak and Qasar prayers might be performed. For example, they considered scenarios where people were traveling long distances or faced circumstances that required them to combine or shorten prayers. Through these activities, students began to connect theoretical knowledge to real-life situations, which helped to increase their understanding of the rules and conditions governing the prayers. The first observation revealed a marked increase in student participation. Students were more motivated to engage in discussions, ask questions, and offer suggestions during group work. This increase in participation was an important indicator of the effectiveness of the Discovery Method in fostering a more dynamic and student-centered learning environment. However, while many students successfully grasped the fundamental principles, some still faced challenges in applying the rules of Jamak and Qasar prayers in complex or unfamiliar scenarios. Reflection after Cycle 1 showed that the majority of students had improved their understanding of the Jamak and Qasar prayers, but more practice was

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required to ensure mastery. Some students had memorized the steps of the prayers, but their understanding of when to use Jamak and Qasar prayers was still limited. The research team identified the need to provide additional reinforcement and practice opportunities in the second cycle to further solidify students' knowledge and enhance their ability to apply the prayers in various contexts.

Based on the findings from Cycle 1, Cycle 2 was designed to provide additional practice, peer feedback, and deeper exploration of the Jamak and Qasar prayers. The goal was to give students more opportunities to apply their knowledge in practical settings and to help them reinforce the connections between theory and practice. In Cycle 2, students were given more chances to perform the prayers, present their findings, and receive feedback from both their peers and the teacher. In Cycle 2, students worked in groups to analyze more complex scenarios involving Jamak and Qasar prayers. These scenarios included real-world situations, such as when someone was traveling by plane or attending a religious event that required them to shorten or combine their prayers. As students presented their analysis of these situations, they demonstrated a deeper understanding of the conditions that justify performing these prayers. The group discussions were more focused, with students offering detailed explanations and justifications for their choices.

The introduction of peer feedback during Cycle 2 proved to be a key factor in reinforcing student learning. Students provided constructive feedback to one another on their performance and understanding of the material. This peer interaction fostered a collaborative learning environment, where students could learn from one another and refine their knowledge through shared experiences. The peer feedback sessions also helped students become more confident in their understanding and performance of the prayers. One significant result from Cycle 2 was the increased confidence of students in performing the Jamak and Qasar prayers. By practicing in front of their peers and receiving feedback, students were able to refine their skills and gain a better understanding of how to perform the prayers accurately. The teacher observed that students were more willing to demonstrate their knowledge and skills, and many students expressed a greater sense of achievement after receiving positive feedback from their classmates.

Another notable outcome from Cycle 2 was the improvement in the students' ability to explain the rationale behind the Jamak and Qasar prayers. In both group discussions and presentations, students demonstrated a more sophisticated understanding of the conditions under which these prayers are performed. They were able to explain the rules and provide examples of situations where the prayers would be applicable, showing that their comprehension had deepened over the course of the study. The observations made during Cycle 2 also indicated that the Discovery Method had a positive impact on student engagement. Students were actively involved in the learning process and appeared more motivated to understand the material. They were

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able to discuss and analyze the prayers in more detail, which led to a greater sense of ownership of their learning. This increased engagement was reflected in their enthusiasm for the subject matter and their willingness to participate in the learning activities.

The results from Cycle 2 also showed that students were more comfortable with the practical aspects of performing the Jamak and Qasar prayers. Many students who had struggled with these aspects in Cycle 1 were now able to perform the prayers correctly and confidently. They demonstrated an improved understanding of when to combine or shorten prayers and could do so with greater accuracy. This progress was attributed to the increased practice opportunities and the interactive, student-centered nature of the Discovery Method.

Reflecting on the results from both cycles, it was clear that the Discovery Method had a significant positive impact on students' understanding of the Jamak and Qasar prayers. By engaging students in active exploration and allowing them to discover the rules and principles behind these prayers, the method fostered a deeper understanding that went beyond rote memorization. Students were able to explain the reasons for performing these prayers, understand the conditions that apply, and confidently apply their knowledge in practical situations. However, while the results were overwhelmingly positive, the research also revealed areas for further improvement. Some students still struggled to fully grasp the complex conditions under which Jamak and Qasar prayers could be performed, particularly when presented with scenarios that deviated from their expectations. To address this, future implementations of the Discovery Method could include more diverse scenarios and additional case studies to help students refine their decision-making skills in unfamiliar contexts. Overall, the implementation of the Discovery Method successfully enhanced student understanding, engagement, and performance in the Jamak and Qasar prayers. Students demonstrated a stronger ability to apply what they had learned in real-life situations, which is the ultimate goal of religious education. The findings suggest that the Discovery Method is a highly effective approach for teaching religious practices in a more interactive and meaningful way.

The results of this study support the idea that student-centered methods, such as the Discovery Method, can be beneficial in teaching complex religious concepts. The method encourages students to take an active role in their learning, engage with the material on a deeper level, and develop the skills necessary to apply their knowledge effectively. It also promotes critical thinking, problem-solving, and collaboration, which are essential skills in today's educational landscape. In conclusion, the results of this study demonstrate that the Discovery Method is an effective strategy for improving students' understanding and application of the Jamak and Qasar prayers. Through active engagement, peer feedback, and practical application, students were able to deepen their comprehension and perform the prayers with greater confidence and accuracy. The success of this method at MI Al-Karomah provides valuable insights for educators

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seeking to enhance religious education and foster a deeper connection to faith in young learners.

## Discussion

The results of this study show that implementing the Discovery Method significantly improved students' understanding of the Jamak and Qasar prayers. This method encouraged active engagement, critical thinking, and collaborative learning, which led to deeper comprehension and more confident application of the prayers. The findings highlight the importance of student-centered learning approaches in teaching complex religious practices and offer insights into how educators can improve their instructional strategies for religious education. One of the most notable outcomes of the research was the improvement in student participation. In the traditional approach, students had limited opportunities to actively engage with the content beyond memorizing the steps of the Jamak and Qasar prayers. In contrast, the Discovery Method encouraged students to explore the reasons behind the rules of the prayers and discuss how they could apply them in real-life situations. This active involvement made the learning process more meaningful and helped students see the relevance of the material in their daily lives.

The use of real-life scenarios in Cycle 1 was particularly effective in helping students connect theoretical knowledge to practical situations. By analyzing scenarios where travel or specific circumstances required Jamak and Qasar prayers, students gained a clearer understanding of when and why these prayers should be performed. This contextual learning approach helped bridge the gap between abstract knowledge and practical application, which is crucial for mastering religious practices that require specific conditions. The collaborative nature of the Discovery Method also contributed to students' success. Working in small groups allowed students to share their thoughts, learn from one another, and refine their understanding. Peer discussions provided a platform for students to express their ideas and challenge each other's thinking in a supportive environment. This peer interaction enhanced their comprehension and fostered a sense of community within the classroom, which contributed to a positive learning atmosphere.

Another important aspect of the Discovery Method was the opportunity for students to present their findings to the class. By explaining their thought processes and justifications for the decisions they made in analyzing prayer scenarios, students solidified their understanding of the material. Presenting their ideas also encouraged students to think critically and communicate their thoughts clearly. This was particularly beneficial for students who had previously struggled to articulate their understanding of the material in traditional lessons. The introduction of peer feedback in Cycle 2 further reinforced students' learning. Giving and receiving feedback encouraged students to reflect on their performances, recognize areas of strength, and identify areas for improvement. This reflective process allowed students to monitor their own progress

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and take ownership of their learning. It also promoted a growth mindset, as students were able to view mistakes as opportunities for learning rather than failures. Peer feedback helped foster a culture of collaboration and constructive criticism, which contributed to a deeper understanding of the material.

One of the most significant improvements observed in Cycle 2 was the increased confidence of students in performing the Jamak and Qasar prayers. In Cycle 1, many students were hesitant to apply the knowledge they had gained and were unsure of how to perform the prayers correctly. However, with more practice and opportunities to receive feedback from their peers, students became more confident in their ability to perform the prayers accurately. This increase in confidence also had a positive effect on their overall attitude toward learning. Students were more motivated and engaged, as they felt more capable of mastering the material. The improvements observed in students' ability to perform the prayers were directly linked to the interactive and hands-on nature of the Discovery Method. By practicing the prayers with their peers and receiving feedback, students were able to refine their skills and develop a deeper understanding of the conditions under which Jamak and Qasar prayers are performed. This hands-on practice allowed students to move beyond memorization and gain a more practical understanding of the prayers' rules and application.

While the overall results were positive, some challenges remained. A few students still struggled to fully grasp the more complex aspects of the Jamak and Qasar prayers, particularly when it came to understanding the different circumstances under which these prayers can be performed. This suggests that the Discovery Method, while highly effective, may need to be supplemented with additional support for students who require extra help. In future implementations, differentiated instruction and additional scaffolding might be necessary to ensure that all students can master the material. Another challenge noted during the research was the need for more diverse scenarios and case studies. Although students responded well to the initial scenarios provided, some students found it difficult to apply the knowledge to unfamiliar or more complex situations. In future cycles, more varied scenarios, including unexpected or challenging situations, could be introduced to help students refine their decision-making skills and improve their ability to apply the prayers in diverse contexts.

Despite these challenges, the overall success of the Discovery Method in enhancing students' understanding of the Jamak and Qasar prayers cannot be overstated. The approach helped students move beyond rote memorization and encouraged them to explore the deeper meanings and rules of the prayers. This deeper understanding is essential not only for correctly performing the prayers but also for developing a more meaningful connection to religious practices. The positive outcomes of this research also suggest that the Discovery Method can be applied to other areas of religious education. Teaching Islamic rituals, such as fasting, zakat, and pilgrimage, using the Discovery Method could help students develop a deeper understanding of these

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practices and the values behind them. This approach could promote greater engagement and critical thinking in other areas of the curriculum, ultimately leading to a more comprehensive religious education.

Furthermore, the success of this study highlights the importance of incorporating interactive and student-centered methods in the religious education curriculum. The Discovery Method, by encouraging active learning and collaboration, proved to be a highly effective way to engage students and promote meaningful learning. The use of peer feedback, real-life scenarios, and hands-on practice allowed students to take ownership of their learning, making the process more enjoyable and effective. In conclusion, the results of this study provide compelling evidence for the effectiveness of the Discovery Method in improving students' understanding and performance of Jamak and Qasar prayers. The method fostered a more engaging and participatory learning environment, which led to improved comprehension and greater confidence in applying the prayers. While some challenges remain, the overall success of the method suggests that it can be a valuable tool for teaching religious practices and enhancing the quality of religious education in elementary schools.

## **Conclusion**

Based on the results of the study, it was found that the application of the discovery method in learning the material of plural and short prayers in class 3 of MI Al-Karomah gave significant results. This method has been proven to be able to improve students' understanding more deeply compared to conventional learning methods. The test results showed an increase in scores after the application of the discovery method, which was reinforced by observations showing that students became more active in the learning process. In addition, interviews with teachers and students confirmed that this method makes students more independent in exploring the concepts being studied. The discovery method not only improves learning outcomes quantitatively, but also has an impact on the development of students' critical thinking and problem-solving skills. They are more courageous in asking questions, discussing, and finding solutions independently. In addition, students become more motivated in learning because they are directly involved in the process of finding concepts, not just receiving information from the teacher. This shows that the discovery method is able to create a more interactive and enjoyable learning environment, so that it can increase the effectiveness of learning in the classroom. In addition to providing academic benefits, the application of the discovery method also has a positive social impact. Students learn to work together in groups, communicate better, and respect the opinions of their friends in discussions. These social skills are important for building character and collaborative attitudes in everyday life. Thus, the discovery method not only helps students understand the subject matter, but also forms a positive attitude that can be applied in their future social life. By considering various findings and their impacts, the discovery

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method can be an effective alternative in improving the quality of learning, especially in Islamic Religious Education subjects. Therefore, this method can be considered to be applied more widely in various levels of education in order to create more meaningful and quality learning.

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