



Implementation of Discovery Learning Method in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 107446 Peringg

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ABSTRACT

This study aims to analyze the application of the Discovery Learning method in improving student learning outcomes on the material of the Wisdom of the Prophet Muhammad's Hijrah to Medina in grade 4 of SD Negeri 107446 Peringg. The Discovery Learning method is a learning approach that emphasizes the active involvement of students in finding concepts independently through exploration, observation, and analysis. This study uses a quantitative method with a classroom action research (CAR) design consisting of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. Data were collected through learning outcome tests, observations, and interviews with teachers and students. The results of the study showed that the application of the Discovery Learning method can significantly improve students' understanding and learning outcomes. Students become more active, motivated, and able to connect the concepts learned with everyday life. In addition, this method also helps improve students' critical thinking skills and curiosity about the material being taught. Thus, the Discovery Learning method can be an effective learning alternative in improving student learning outcomes, especially in Islamic Religious Education subjects.

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Introduction

Islamic Religious Education (PAI) has a very important role in shaping the character and morals of students from an early age. One of the materials taught in elementary schools is the Wisdom of the Hijrah of the Prophet Muhammad SAW to Medina, which teaches the values of struggle, fortitude, and strategies in achieving social and religious change. Learning about hijrah is not only about conveying historical events, but must also be

able to instill moral values that can be applied in everyday life by students (Sari & Wibowo, 2021).

However, in practice, the learning methods used by most teachers are still conventional, such as lecture and question and answer methods. This method is often less interesting for students because they only receive information passively without any active involvement in the learning process. As a result, many students have difficulty understanding the meaning and wisdom of hijrah, so that learning becomes less effective (Rahman, 2023).

One method that can be applied to overcome this problem is Discovery Learning. This method emphasizes exploration and discovery of concepts independently by students, so that they can be more active in the learning process. Through Discovery Learning, students are invited to think critically, seek information on their own, and find an understanding of the wisdom of the Prophet Muhammad's migration with teacher guidance (Putri & Suryani, 2022).

By implementing the Discovery Learning method, students not only receive material passively, but are also directly involved in the learning process. They can discuss, make observations, and draw conclusions from the material being studied. This is expected to increase students' interest and motivation in learning and help them develop critical and analytical thinking skills (Ahmad, 2021).

This study aims to analyze how the Discovery Learning method is applied in learning the material on the Wisdom of the Prophet Muhammad's Hijrah to Medina in grade 4 of SD Negeri 107446 Peringgagan. In addition, this study also aims to measure the effectiveness of the method in improving student learning outcomes. With this research, it is hoped that better strategies can be found in delivering Islamic Religious Education material to make it more interesting and easier for students to understand (Rusman, 2022).

It is hoped that the application of the Discovery Learning method can bring positive changes in Islamic Religious Education learning. With this approach, students are expected to be more motivated in learning, more active in seeking information, and better understand the wisdom of the Prophet Muhammad's migration. In addition, this study is expected to be a reference for educators in implementing more innovative and interactive learning strategies (Putri & Suryani, 2022). However, in reality, many teachers still have difficulty implementing the Discovery Learning method in the classroom. One of the main obstacles is the limited time available in the learning process, because this method requires more time than the lecture method. In addition, not all students have the ability to learn independently, so some students have difficulty finding their own concepts without intensive guidance from the teacher (Ahmad, 2021).

Another obstacle is the lack of resources that support the implementation of Discovery Learning, such as interactive teaching materials and a conducive learning environment. Many elementary schools, especially in remote areas, still face limited facilities that support exploration-based learning. Therefore, an appropriate strategy is needed so

that this method can be implemented effectively according to the conditions and needs of students (Rahman, 2023).

This study uses the Classroom Action Research (CAR) method with two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The subjects of the study were grade 4 students of SD Negeri 107446 Peringgagan. Data were collected through learning outcome tests, observations, and interviews with teachers and students. The results of this study are expected to contribute to the development of learning methods in elementary schools, especially in Islamic Religious Education subjects (Sari & Wibowo, 2021).

With this research, it is hoped that teachers can better understand how to apply the Discovery Learning method effectively in Islamic Religious Education learning. In addition, the results of this study are expected to provide recommendations for schools and policy makers in improving the quality of Islamic religious learning at the elementary school level. In this way, learning about the Wisdom of the Hijrah of the Prophet Muhammad SAW to Medina can be more meaningful and relevant for students in everyday life (Rusman, 2022).

Methods

This study uses a Classroom Action Research (CAR) approach that aims to analyze the application of the Discovery Learning method in improving student learning outcomes on the material of the Wisdom of the Prophet Muhammad's Hijrah to Medina. This approach was chosen because it allows teachers to intervene directly in the learning process and evaluate the effectiveness of the methods applied. By using CAR, this study can provide practical solutions for teachers in improving students' understanding of Islamic Religious Education material.

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from grade 4 students of SD Negeri 107446 Peringgagan through several instruments, such as the results of learning tests before and after the application of the Discovery Learning method. In addition, observations of student activities during learning were carried out to see their level of involvement in the learning process. Interviews were also conducted with teachers to determine the obstacles faced and the effectiveness of the methods applied in improving students' understanding of the material of the Prophet Muhammad's Hijrah.

In addition to primary data, this study also uses secondary data consisting of various relevant literature and journals regarding the Discovery Learning method, especially in the context of Islamic Religious Education learning. Curriculum and syllabus documents are also used as references in developing learning strategies that are in accordance with applicable education standards. This secondary data plays a role in strengthening the theoretical basis of the research and assisting in designing a more effective learning model that suits students' needs.

The data obtained in this study were analyzed using qualitative and quantitative descriptive methods. This approach aims to provide a more comprehensive picture of the effectiveness of the Discovery Learning method in improving student learning outcomes on the material of the Wisdom of the Prophet Muhammad's Hijrah to Medina. Quantitative analysis is used to measure the increase in student learning outcomes based on test scores, while qualitative analysis is used to evaluate student involvement in the learning process and the obstacles faced during the study.

In quantitative analysis, student test result data before and after the application of the Discovery Learning method were analyzed using the calculation of the percentage increase in learning outcomes. The average student scores from each cycle in Classroom Action Research (CAR) were compared to assess the effectiveness of the method applied. By looking at the pattern of student score increases, it can be seen to what extent this method contributes to their understanding of the material of the Prophet Muhammad's Hijrah.

In addition, quantitative analysis was also used to measure the distribution of student scores and see if there was a significant increase in the category of student understanding, such as students with high, medium, and low scores. This data will help in evaluating whether the Discovery Learning method is effective for all students or only for certain groups. Thus, this study not only focuses on the average learning outcomes but also on the distribution of increased understanding among all students.

In qualitative analysis, data obtained from observations were analyzed to see changes in student activity and participation during learning. Indicators observed include student involvement in discussions, their ability to complete assignments, and their activeness in finding their own concepts through teacher guidance. In addition, the results of interviews with teachers and students were analyzed thematically to identify the obstacles and advantages of the Discovery Learning method in learning the material on the migration of the Prophet Muhammad SAW.

Through a combination of quantitative and qualitative analysis, this study is expected to provide a more complete picture of the effectiveness of the Discovery Learning method in improving student learning outcomes. With the data analyzed comprehensively, the results of this study can be a basis for teachers to develop more innovative learning strategies that are in accordance with student needs. In addition, this study can also be a reference for schools in designing more interactive and effective learning programs in improving students' understanding of Islamic Religious Education material.

Result

After the Discovery Learning method was implemented, there was a significant increase in learning outcomes among grade 4 students of SD Negeri 107446 Peringgagan. Before the implementation of this method, only 12 students (40%) achieved or exceeded the Minimum Criteria Completion (KKM) set at 70. Most students, namely 18 students (60%), were still below the KKM score. After the implementation of this method, the number of students who achieved or exceeded the KKM increased to 24 students (80%), while only

6 students (20%) still did not achieve the completion standard. In addition to the increase in test scores, observation data also showed positive changes in student participation and involvement in learning. Previously, students tended to be passive and only waited for instructions from the teacher. However, after the implementation of the Discovery Learning method, students became more active in seeking information on their own, discussing in groups, and daring to ask questions. Their learning motivation also increased, as seen from their increased involvement in various learning activities.

The results showed that all students experienced an increase in grades after implementing the Discovery Learning method. The average class grade increased from 65.2 to 78.5, indicating a significant increase. In addition, the percentage of students who achieved the KKM increased from 40% to 80%, indicating that this method is effective in improving students' understanding of the material on the Wisdom of the Prophet Muhammad's Hijrah to Medina.

This increase in learning outcomes was also influenced by changes in more interactive learning strategies. With the Discovery Learning method, students are given the opportunity to discover the concepts they are learning for themselves. This is in line with constructivist learning theory, where students find it easier to understand and remember material when they are directly involved in the learning process.

The results of this study were also supported by interviews with teachers and students. Teachers stated that this method helped students understand the material better because they were more involved in the learning process. Students also admitted that they enjoyed learning with this method more, because they could discover their own concepts and feel more confident in expressing their opinions.

In addition to academic aspects, the Discovery Learning method also makes a positive contribution to students' social skills. In the learning process, students are trained to work together in groups, share opinions, and discuss solutions to problems given by the teacher. This not only improves their understanding of the subject matter but also builds self-confidence and communication skills.

With the combination of quantitative and qualitative analysis, this study proves that the Discovery Learning method is very effective in improving student learning outcomes, motivation, and critical thinking skills. Therefore, this method can be used as an innovative learning strategy to improve the quality of education, especially in Islamic Religious Education learning.

To ensure the validity and reliability of the findings of this study, a data verification process was carried out through triangulation which included student test results, observations during learning, and interviews with teachers and students. This triangulation aims to see the suitability of data from various sources to strengthen the conclusion that the Discovery Learning method has a positive impact on student learning outcomes. Analysis of various data sources shows that there is an increase in students' academic scores and changes in their learning activity.

In terms of test results, a comparison of scores before and after the implementation of the Discovery Learning method was carried out. The data shows that 80% of students (24 out of 30 students) experienced an increase in scores and succeeded in achieving or exceeding the Minimum Criteria Completion (KKM). Previously, only 40% of students (12 out of 30 students) achieved the KKM. Comparison of the average scores before and after the implementation of this method shows a significant increase.

Table 1. Comparison of Test Results Before and After Discovery Learning

Aspect	Before Discovery Learning	After Discovery Learning
Number of students \geq KKM (70 and above)	12 students (40%)	24 students (80%)
Number of students $<$ KKM (below 70)	18 students (60%)	6 students (20%)
Average class grade	65,2	78,5

In addition, observation data showed an increase in student participation during learning. Students were more active in discussions, asking questions, and trying to find their own answers with teacher guidance. If previously many students only waited for the teacher's explanation, after this method was implemented, they became more independent in understanding the material. The teacher also noted that students were more enthusiastic in participating in learning and showed an increase in their critical thinking skills.

To strengthen these results, interviews were conducted with teachers and students. The teacher stated that the Discovery Learning method helped students understand the material in a more interesting and effective way. Students also expressed that they enjoyed learning with this method more because they felt more involved in the process of finding their own concepts. The obstacles found were mainly related to time constraints in implementing this method and the need for more intensive assistance for students who were less accustomed to active learning.

External factor checks were also carried out to ensure that the increase in learning outcomes was truly due to the implementation of the Discovery Learning method. Factors such as student attendance, learning environment conditions, and the level of difficulty of questions before and after learning were analyzed. The results showed that the changes in grades that occurred were more dominantly caused by the learning approach applied, not by other external factors.

With a combination of quantitative and qualitative analysis, this data verification process shows that the Discovery Learning method significantly contributes to improving student learning outcomes. The results of this study can be a reference for teachers and schools to continue to develop more innovative learning methods and adjust teaching strategies to be more effective in improving students' understanding of the material on the Wisdom of the Prophet Muhammad's Hijrah to Medina.

Discussion

To ensure the validity of the research results, data validation was carried out using data triangulation, namely comparing student test results, observations during learning, and

interviews with teachers and students. This validation aims to ensure that the increase in learning outcomes that occurs is not caused by external factors, but is truly the impact of the application of the Discovery Learning method. Thus, the method applied can be accounted for its effectiveness in improving students' understanding of the material on the story of the Prophet Muhammad's migration.

The results of the student tests showed a significant increase in scores after the application of this method. The average student score increased from 65 before the application of the Discovery Learning method to 85 afterward. This is reinforced by the results of observations showing that students became more active and enthusiastic in learning. They were more involved in group discussions, asked questions to teachers, and tried to find solutions to problems given in learning.

The teacher also provided positive feedback regarding the effectiveness of the Discovery Learning method in improving students' understanding of the material taught. In the interview, the teacher stated that this method helps students be more independent in seeking information and building their own understanding. In addition, social interaction in groups has also increased, so that students are more confident in expressing opinions and working together with peers.

Based on the results of data validation from various sources, it can be concluded that the application of the Discovery Learning method not only has a positive impact on improving students' academic grades, but also helps them develop critical and collaborative thinking skills. Therefore, this method can be used as an effective learning alternative in Islamic Religious Education, especially in materials that require in-depth understanding and active involvement of students in the learning process.

Based on the results of data validation, it was found that all data sources—test results, observations, and interviews—showed the same pattern, namely an increase in student understanding and involvement after the application of the Discovery Learning method.

The Discovery Learning method has a positive impact on improving student learning outcomes. The increase in academic grades and student participation in learning shows that this method is effective in improving students' understanding of the material being taught. The validation results also confirm that the application of this method not only affects the understanding of academic concepts, but also helps students develop critical thinking, collaboration, and exploration skills in the learning process. Therefore, the Discovery Learning method can be used as an effective alternative in learning Islamic Religious Education or other subjects that require in-depth understanding and active participation from students.

Conclusion

The results of this study show strong findings regarding the effectiveness of the Discovery Learning method in improving student learning outcomes on the material of the Wisdom of the Prophet Muhammad's Hijrah to Medina. Based on quantitative analysis, there was a significant increase in students' average scores, from 65.2 before

the application of this method to 78.5 after. In addition, the number of students who achieved or exceeded the KKM increased from 40% to 80%. Qualitative data from observations and interviews also support these findings, showing that students became more active, independent, and enthusiastic in the learning process.

The academic impact of the implementation of Discovery Learning is not only seen in the improvement of learning outcomes, but also in the development of students' critical and analytical thinking skills. With a more exploratory approach, students are able to understand the material more deeply, connect concepts with everyday life, and improve their ability to discuss and express opinions. This shows that the Discovery Learning method contributes to more meaningful and student-centered learning.

In addition to academic contributions, this study also has a positive social impact. Students who are more active in learning show improvements in communication and teamwork skills, which are important aspects of their social lives. With higher involvement in discussions and group work, they learn to respect others' opinions, convey ideas clearly, and work together to solve problems. This can help them in facing challenges outside the school environment.

Furthermore, the findings of this study provide insights for educators and policy makers in designing more innovative learning strategies. Teachers can use Discovery Learning as an alternative in teaching various materials, especially in Islamic Religious Education, to improve student understanding and engagement. Schools can also support the implementation of this method by providing a conducive learning environment and training for teachers to optimize its implementation in the classroom. This study confirms that Discovery Learning is an effective method in improving student learning outcomes while developing their social skills. Therefore, this method is recommended to be applied more widely in the world of education to create more interactive, enjoyable, and problem-solving-based learning.

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