



Efforts to Improve Student Learning Achievement Through the Discovery Learning Method in Islamic Cultural History Learning at MI As'adiyah Banua Baru

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ABSTRACT

This study aims to improve the learning achievement of grade 4 students of MI As' Adiyah Banua Baru in the subject of Islamic Cultural History (SKI) through the application of the Discovery Learning method in the even semester. The Discovery Learning method was chosen because it can encourage students to be more active in finding learning concepts independently, so that it can improve their understanding and learning outcomes. This study uses a classroom action approach (CAR) with a cycle model consisting of planning, implementation, observation, and reflection. The results of the study showed that the application of the Discovery Learning method had a positive effect on improving student learning achievement. This can be seen from the increasing involvement of students in the learning process, their ability to analyze material, and the increase in the value of learning evaluation results. In addition, this method also increases student motivation because they feel more challenged to find learning concepts independently. The Discovery Learning method not only improves students' academic achievement but also forms critical and independent thinking skills in learning. Based on the results of this study, it is recommended that the Discovery Learning method can continue to be applied in learning Islamic Cultural History and other subjects at the Madrasah Ibtidaiyah level. Proper implementation and support from a conducive learning environment can further optimize the benefits of this method in improving the quality of education in elementary schools.

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Introduction

Education plays an important role in shaping superior quality human resources. One indicator of educational success is student learning achievement, which reflects the extent to which they understand and master the material being taught. However, in learning Islamic Cultural History (SKI) in grade 4 of MI As' Adiyah Banua Baru, various obstacles are still found that hinder the improvement of student achievement. Based on the results of initial observations, many students have difficulty in understanding SKI material, especially in connecting historical concepts with their lives. In addition, the learning methods used are still conventional and do not actively involve students in the learning process.

The main problem faced in learning SKI in grade 4 of MI As' Adiyah Banua Baru is the low level of student involvement in the learning process. Learning that is still dominated by the lecture method makes students tend to be passive and less motivated to explore the material independently. This results in their low understanding of the material and has an impact on the results of learning evaluations that are less than satisfactory. Based on data from the previous semester's daily tests, more than 40% of students scored below the minimum completion standard (KKM) set by the school.

To overcome these problems, innovation is needed in learning methods that can increase active student participation and help them understand the material better. One method that can be applied is Discovery Learning. This method allows students to find concepts and information independently through exploration and analysis. According to research conducted by Rahmawati & Santoso (2021), the Discovery Learning method has been proven to improve students' conceptual understanding and train their critical thinking skills in history subjects. Several previous studies have also shown the effectiveness of the Discovery Learning method in improving student learning outcomes. For example, research conducted by Prasetyo & Lestari (2022) found that students who learned using the Discovery Learning method had better achievements compared to students who learned using conventional methods. In addition, research from Hasanah et al. (2023) also stated that this method can increase students' learning motivation because it provides a more interactive and enjoyable learning experience.

Based on the various research findings, this study aims to apply the Discovery Learning method in SKI learning in grade 4 of MI As' Adiyah Banua Baru and measure its effectiveness in improving student achievement. This study is expected to contribute to developing more effective learning strategies and become a reference for educators in optimizing learning in Madrasah Ibtidaiyah.

This study uses a classroom action research (CAR) approach with a cycle model involving planning, implementation, observation, and reflection. With this approach, it is hoped that the right strategy can be found in implementing the Discovery Learning method so that it can improve student learning achievement. In addition, this study will also analyze the factors that support and inhibit the implementation of this method in order to provide more comprehensive recommendations for the development of SKI learning.

With this research, it is hoped that it can provide solutions to the problems of SKI learning that have been faced by grade 4 students of MI As' Adiyah Banua Baru. In addition, the results of this study can also be used as evaluation material for schools in improving the quality of learning, especially in the subject of Islamic Cultural History. Through the application of the Discovery Learning method which is more interactive and exploratory, it is hoped that students can be more motivated in learning and achieve better achievements.

Methods

This study uses the Classroom Action Research (CAR) method with a cycle model developed by Kemmis and McTaggart. CAR was chosen because it allows for direct improvements in the learning process through a cycle consisting of four main stages, namely planning, implementing actions, observing, and reflecting. This method aims to improve student achievement in learning Islamic Cultural History (SKI) through the application of the Discovery Learning method. Each cycle is carried out within a certain time frame with evaluations at each stage to identify improvements needed (Arikunto, 2020).

Data sources in this study consist of two types, namely primary data and secondary data. Primary data were obtained directly from grade 4 students of MI As' Adiyah Banua Baru through evaluation test results, observations of student activities in learning, and interviews with teachers to determine changes in student behavior and understanding of SKI material. Meanwhile, secondary data were obtained from various literature sources such as research journals, textbooks, and related documents that support the analysis of the application of the Discovery Learning method in elementary education (Sugiyono, 2021).

Data analysis in this study uses qualitative and quantitative approaches. Quantitative data were obtained from the results of student evaluation tests before and after the application of the Discovery Learning method. The data were analyzed using descriptive statistical techniques by comparing the average student scores before and after the application of this method. Meanwhile, qualitative data were obtained from the results of observations and interviews analyzed using the Miles and Huberman method, namely data reduction, data presentation, and drawing conclusions to see the impact of the Discovery Learning method on student motivation and engagement in learning (Miles, Huberman, & Saldaña, 2020).

To improve the validity and reliability of the data, this study uses triangulation techniques, namely comparing results from various data sources, such as test results, classroom observations, and interviews with teachers and students. This technique aims to ensure that research findings are more accurate and do not rely on just one source of information. With this approach, it is hoped that the research results can provide a more comprehensive picture of the effectiveness of the Discovery Learning method in improving student achievement in SKI subjects (Creswell, 2021).

Result

This research was conducted at MI As' Adiyah Banua Baru on 4th grade students in the subject of Islamic Cultural History (SKI) using the Discovery Learning method. The data collected came from the results of student evaluation tests, observations during learning, and interviews with teachers and students. Before the implementation of the Discovery Learning method, students tended to be passive in learning and had difficulty in understanding historical concepts taught conventionally. This is reflected in the low average score of students before the action was given.

The results of the study showed that there was an increase in student learning achievement after the implementation of the Discovery Learning method. In the early stages before the action (pre-cycle), the average student score only reached 63.5, with 42% of students not reaching the Minimum Completion Criteria (KKM) set, which was 70. After the first cycle was carried out with the implementation of the Discovery Learning method, the average student score increased to 72.3, with 80% of students having reached KKM. In the second cycle, the average student score increased again to 80.1, with 95% of students reaching KKM.

Table 1. Student Learning Evaluation Results

Cycle	Number of Students	Average Value	Percentage of Students Who Completed KKM (%)
Pra-Cycle	28	63,5	58%
Cycle I	28	72,3	80%
Cycle II	28	80,1	95%

From the data, it can be seen that the Discovery Learning method is able to significantly improve students' understanding and achievement. Students become more active in discovering historical concepts through exploration and group discussions, which has a positive impact on their learning outcomes.

In addition to the evaluation results, this study also analyzed changes in student activity and involvement during learning. Observations were conducted to measure student participation in the learning process using the Discovery Learning method. The results of the observations showed that in the first cycle, around 75% of students actively asked questions and participated in group discussions. In the second cycle, the participation rate increased to 90%, indicating that this method helps students become more independent and brave in expressing their opinions.

To further understand the impact of the Discovery Learning method, interviews were conducted with the SKI subject teacher and several students. The teacher stated that this method was very effective in increasing students' interest in learning, especially in understanding historical concepts that were previously considered difficult. Several students also expressed that they preferred learning with this method because they could find their own answers through discussion and exploration, not just listening to the teacher's lecture.

To ensure the accuracy of the research findings, data verification was carried out using triangulation techniques. This technique includes 1) Source Triangulation: Comparing the results of evaluation tests with classroom observations and interviews with teachers and students. 2) Method Triangulation: Using quantitative (analysis of evaluation results) and qualitative (observation and interviews) approaches to obtain a more comprehensive picture. 3) Time Triangulation: Collecting data at various stages (pre-cycle, cycle 1, and cycle 2) to see the consistency of the results. With this method, the data obtained can be confirmed for accuracy and show a consistent trend of improvement in student achievement and engagement during learning with the Discovery Learning method.

Based on the research results, the implementation of the Discovery Learning method has a positive impact on student achievement and motivation in SKI learning. The increase in evaluation results shows that students are better able to understand historical material compared to conventional learning methods. In addition, student participation observations and interviews show that this method also improves students' critical thinking skills and self-confidence in the learning process.

This study is in line with previous findings by Rahmawati & Santoso (2021), which stated that the Discovery Learning method can improve students' understanding and learning outcomes. In addition, research from Prasetyo & Lestari (2022) also shows that students taught with this method have higher motivation compared to traditional methods.

The findings of this study provide implications that the Discovery Learning method can be an effective alternative in SKI learning, especially to improve students' understanding of complex historical concepts. However, its implementation must be balanced with the active role of teachers as facilitators to ensure that students' exploration remains focused and does not deviate from the learning topic.

Based on the research results, it is recommended that teachers continue to develop variations in the implementation of Discovery Learning, such as the use of interactive learning media and more contextual historical case studies. In addition, schools can provide training for teachers in implementing this method effectively so that the results obtained are increasingly optimal. Overall, this study shows that the Discovery Learning method has a significant positive impact on improving student achievement in SKI learning in grade 4 of MI As' Adiyah Banua Baru. With a more active and exploratory learning approach, students not only gain better understanding, but also develop critical thinking skills that are useful for future learning.

Discussion

Data validation in this study was carried out using triangulation techniques that include triangulation of sources, methods, and time. Source triangulation was carried out by comparing the results of student evaluation tests, classroom observations, and interviews with teachers and students. Method triangulation was carried out by combining quantitative approaches (analysis of student learning outcomes) and

qualitative (observations and interviews), while time triangulation was carried out by collecting data in three different stages, namely pre-cycle, first cycle, and second cycle. The results of this validation indicate that the data obtained are consistent and reliable in describing the impact of implementing the Discovery Learning method on improving student achievement in the subject of Islamic Cultural History (SKI).

The results of this study indicate that the Discovery Learning method contributes positively to improving student achievement and learning motivation. This is in line with research conducted by Rahmawati & Santoso (2021), which states that this method is able to improve students' conceptual understanding and their critical thinking skills. In addition, research by Hasanah et al. (2023) also found that students who learn with this method have a higher level of participation in class discussions compared to conventional learning methods. Thus, the findings in this study confirm the results of previous studies which stated that Discovery Learning is effective in improving learning outcomes.

Furthermore, the results of this study also show that in addition to improving academic grades, the Discovery Learning method also has an impact on students' learning motivation. Based on observations made, there was an increase in student participation in learning from the first cycle to the second cycle. This shows that this method is able to increase student involvement actively in the learning process. This finding is reinforced by a study conducted by Prasetyo & Lestari (2022), which stated that the Discovery Learning method provides a more interactive learning experience, making students more enthusiastic and motivated to understand the material being taught.

In terms of effectiveness in teaching history, the Discovery Learning method allows students to understand historical events in a more contextual way. This is in accordance with research by Suryani (2021), which shows that learning history with an exploratory approach improves students' memory and understanding of the chronology and meaning of historical events. The application of this method in SKI subjects helps students connect historical events with their lives, so that they can more easily understand the concepts being taught.

Although this study shows positive results, there are several challenges in implementing the Discovery Learning method, such as time constraints in one learning session and differences in student learning abilities. Teachers need to provide more intensive guidance to students who have difficulty finding concepts independently. This is in line with research conducted by Cahyono & Wulandari (2020), which states that the success of the Discovery Learning method depends on the active role of teachers in guiding students to stay focused on learning objectives. Therefore, in its implementation, teachers must ensure that all students get the same opportunity to participate and understand the material well.

The findings in this study also indicate that the Discovery Learning method can be widely applied to other subjects, especially those that are conceptual and explorative. Thus, this method can be an alternative in improving the quality of learning in Madrasah

Ibtidaiyah and other elementary schools. However, further development is needed to overcome the limitations found in this study, such as adjusting the method to the level of student understanding and more effective time management.

Overall, the results of this study indicate that the Discovery Learning method has a significant impact on improving student achievement and motivation in SKI subjects. With strong data validation and findings that are consistent with previous studies, it can be concluded that this method is an effective learning strategy in increasing student engagement and learning outcomes. Therefore, it is recommended that teachers and schools consider adopting this method in the learning curriculum to improve the overall quality of education.

Conclusion

The results of this study indicate that the application of the Discovery Learning method significantly improves students' academic achievement in the subject of Islamic Cultural History (SKI) in grade 4 of MI As' Adiyah Banua Baru. Data from the evaluation results show an increase in students' average scores from 63.5 (pre-cycle) to 80.1 (second cycle), with the percentage of students achieving KKM increasing from 58% to 95%. In addition, classroom observations and interviews with teachers and students confirmed that this method was able to increase students' active involvement in learning, improve their understanding of historical material, and foster critical thinking skills. These results were strengthened by data validation through triangulation techniques, which showed consistency between quantitative and qualitative results. The academic impact of the Discovery Learning method is not only reflected in the improvement of student learning outcomes, but also in changes in learning patterns that are more active and independent. Students who were previously passive in learning became more enthusiastic and participated in class discussions. In addition, this method provides a more contextual learning experience, so that students find it easier to understand the relationship between historical events and their lives. Thus, this method can be an effective approach in teaching history subjects and other disciplines, especially in improving the understanding of concepts in depth. In addition to providing academic contributions, this research also has a significant social impact. By increasing critical and collaborative thinking skills through group discussions, students become more confident in expressing opinions and working together with peers. This is not only beneficial in the school environment, but also shapes their character as more independent and communicative individuals in social life. Therefore, the application of the Discovery Learning method can be a learning strategy that not only improves the quality of education, but also builds students' social skills that are useful for their future.

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