Improving Students' Learning Outcomes on Qurba Material in Grade V Using The Discovery Learning Model at MIS Darul Azhar

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ABSTRACT

The research was motivated by the fact that student learning outcomes in the Fiqh subject of class V at MIS Darul Azhar are still low. This is indicated by student learning outcomes below the KKM. The discovery model can be an alternative to improve student learning outcomes. Therefore, researchers are interested in conducting further research on the discovery learning model in improving student learning outcomes. The purpose of this study was to determine whether or not the application of the discovery model can improve student learning outcomes in the Fiqh subject. The type of research used in this study is classroom action research. The subjects in this study were class V students at MIS Darul Azhar, Tanah Bumbu Regency. The data collection techniques used were observation sheets, tests, and documentation. Based on the results of the study, it can be seen that the application of the discovery model can improve the learning outcomes of class V students of MIS Darul Azhar in the Fiqh subject from before the Pre-cycle Action, cycle I, and cycle II. before the action, it was known that 16 people did not complete and 12 people completed. with classical completeness of 43%, in cycle I it is known that 10 people did not complete and 18 people completed with classical completeness of 64%, and in cycle II it is known that 2 people did not complete and 26 people completed with classical completeness of 93%. Thus it can be concluded that the application of the discovery learning model can improve the learning outcomes of class V MIS Darul Azhar students in the subject of Fiqh.

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Introduction

Learning is a process activity and is a very fundamental element in every type and level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students, both when they are in the school environment and the home environment or family environment itself. So that

learning at least involves a person's efforts to master knowledge, skills, and skills in a planned and purposeful manner.

The influencing component that is considered to greatly influence the education process is the teacher component. This is natural, because teachers are the spearheads who are directly related to students as subjects and objects of learning. No matter how good the ideal education curriculum is, no matter how complete the educational facilities and infrastructure are, without being balanced by the teacher's ability to implement it, everything will be less meaningful. Moreover, in the current era of globalization, there should be a change in the role of teachers. Teachers no longer act as the only source of learning (learning resources), but rather act as learning managers (managers of instruction).

It should be noted that the success of delivering a lesson is greatly influenced by the accuracy of the choice of method. In the sense that in learning activities there must be a match between the objectives, the subject matter with the method, the situation and conditions (students and schools) and the personality of the teacher who delivers the lesson.

In the learning process in schools so far we still often find teachers using conventional methods. This does not mean that the lecture method is not good, but at some point students will get bored if the teacher keeps talking while the students sit quietly listening. In addition, sometimes there are topics that are not appropriate to be delivered through the lecture method and are more effective through other methods.

Education plays an important role in shaping the character and intelligence of students. One of the main goals of education is to create a generation that is intellectually, emotionally, and spiritually intelligent. In the context of Islamic Religious Education (PAI) learning, especially in worship materials such as sacrifice, it is very important to instill strong religious values in students from an early age.

The material of sacrifice is part of Islamic Religious Education lessons that have deep meaning for the lives of Muslims. Sacrifice is not only an annual worship ritual, but also teaches the values of sacrifice, sincerity, and social concern. Therefore, it is important for teachers to convey this material in an interesting and easy-to-understand way so that students can internalize and apply it in their daily lives.

However, in reality, the learning outcomes of fifth grade students at MIS Darul Azhar in the material of sacrifice are still relatively low. This can be seen from the low average score of students and the lack of active participation in the learning process. One of the causes is the learning method which is still conventional and does not actively involve students in the process of finding learning concepts.

To overcome this problem, a learning model is needed that can increase student involvement and understanding as a whole. One of the appropriate models is Discovery Learning, which is a learning model that emphasizes the search and discovery of

concepts independently by students with teacher guidance. This model is expected to arouse students' curiosity and enthusiasm for learning.

The Discovery Learning model provides opportunities for students to be more active in building their knowledge through exploration, observation, and analysis. With this approach, students are not only recipients of information, but also active subjects who are directly involved in the learning process. This is very much in accordance with the characteristics of elementary school students who tend to be active and highly curious.

The application of the Discovery Learning model to the material of sacrifice is expected to be able to create a more enjoyable, challenging, and meaningful learning atmosphere. Thus, students can understand the meaning of sacrifice more deeply and are able to internalize the values contained therein. In addition, this model can also improve students' critical thinking skills and social skills.

Based on this background, this study aims to determine the extent to which the use of the Discovery Learning model can improve student learning outcomes in the material of sacrifice for grade V at MIS Darul Azhar. It is hoped that the results of this study can be a reference in developing more effective learning methods, especially in Islamic Religious Education learning.

From the results of the author's observations, it is clear that students in grade V of Tanah Bumbu City, there are still many students who get low scores seen from the learning outcomes of students. The KKM value for the Fiqh subject for grade V is 70. To overcome low student learning outcomes, the researcher uses a different learning model. Namely the Discovery learning model. If the use of the learning model is appropriate, then the targeted learning in learning can be achieved. 3

Based on the background that has been explained above, the researcher is interested in conducting a research title entitled "Improving Student Learning Outcomes for Qurban Material in Grade V Using the Discovery Learning Model at MIS Darul Azhar"

Methods

The approach used is a quantitative approach. Namely a primary research approach using a post-positivity paradigm that develops science and research strategies using statistical data. The type of research is direct research, namely research conducted by collecting data and information obtained directly from respondents and directly observing tasks related to the research. The research uses an experimental method, namely a systematic method to build a causal relationship. PTK (Classroom Action Research) is research conducted by teachers in their own classes by planning, implementing and reflecting on actions collaboratively and participatively with the aim of improving their performance as teachers so that student learning outcomes can increase.

In this study, the author took the location at MIS DARUL AZHAR, Bersujud Village, Simapang Empat District, Tanah Bumbu Regency. The author conducted this research

with the consideration of working in that place to make it easier to find data and research subjects that are in accordance with the author's profession. With several considerations and reasons, the author decided to use research time while teaching at MIS DARUL AZHAR. The subjects in this study were students of class V A MIS Darul Azhar in the 2024/2025 academic year, totaling 28 students. With the number of male students being 12 and female students being 16. And the subject of the action was the researcher teacher.

The types of data collection used are qualitative data and quantitative data. Qualitative data will be used to gain an in-depth understanding of changes in students' understanding of the hadith material about loving orphans. While quantitative data will be used to measure learning outcomes. Interviews are data collection techniques by asking someone about the problems or ideas to be conveyed. Tests are written tests of students to measure the extent of students' abilities in mastering the material. Observation is a systematic observation and recording of symptoms that are focused on the object of research. Observations are made when researchers carry out learning activities assisted by class V teachers as observers and researchers themselves observe student behavior in the classroom. Documentation is a method used to obtain data and information in the form of books, archives, written numbers and pictures in the form of reports and descriptions that can support research. In this case, researchers will collect documents related to the problems in this study.

To obtain objective data, it is necessary to use the right data collection technique. The right data collection technique is Observation, namely conducting direct observations of the research object to see the activities carried out up close. In this study, observation was used to collect data on the implementation of the discovery learning model using a test in the form of evaluation questions to measure the improvement of student learning outcomes in the subject of sacrifice. Documentation to document activities.

Data analysis techniques are methods used to analyze data that has been collected. Data analysis techniques used in PTK are descriptive, critical, and comparative techniques. Here is the explanation: Descriptive means that data in PTK will be described/described/explained with the aim of providing an overview of the action process that has been carried out. Critical means that in analyzing research data, it must be studied in detail, by linking the questions how and why. Comparative means that research results must compare data before the action and data after the action is carried out.

In this study, the data analysis techniques used are descriptive, critical, comparative techniques. In this study, data will be described in real terms, studied through questions how and why. In addition, initial data before the action will be compared with the results of the data after the action. Observation data obtained to reflect the cycle that has been carried out and processed descriptively. Test data is analyzed using the average value and learning completeness based on the assessment. It is said to be successful or complete if the class gets a KKM score of 70 in the Fiqh subject.

In this section, the researcher describes the research design. In PTK, the research design is realized in the form of a cycle. The cycle in PTK should be made in at least two

cycles. Each cycle includes: (1) planning, (2) implementation (3) observation, and (4) reflection/contemplation.

Result

In this section, the researcher describes the conditions of the learning process before the action is taken. The description of the initial conditions should be objective (described as they are without any engineering). The results of this initial condition will be compared with the conditions after the action is taken. It is hoped that the conditions after the action can be improved (better) compared to the initial conditions (before the action).

Things that need to be described in the initial conditions include: the atmosphere of the learning process in the classroom, student characteristics, and student abilities. The initial conditions of the Fiqh learning process with the material of sacrifice in grade V before using the discovery learning model can be described as follows: In the learning process, student activity is low. Students are passive in following the lesson. This is based on the indicator of the number of students who ask questions is small and the number of students who answer the teacher's questions is also small. Students lack concentration in following the lesson. Students tend to be noisy, disturb each other among friends and the learning that takes place is less interesting and actually boring. Varly grade students at MIS Darul Azhar have almost the same characteristics, although they are not exactly the same as each other. Children who are responsive and obedient to teachers in learning are few in number. This is influenced by the living environment and the background of the parents. The ability of students to understand the material on sacrifice of grade V students at MIS Darul Azhar is still largely below the specified completion standard.

Cycle I actions consist of several stages, namely: planning, implementation, action, observation, and reflection. In cycle 1, observations were made on the learning process carried out by students, from the observation data carried out by the observer, an average of 3.6 was obtained. The results of the observer on teacher observations during the teaching and learning activities took place with 20 aspects of observation that had been viewed as one unit. The student observation score was 83 with an average score of 3.6 while the teacher's observation had a score of 22 and an average score of 4.1. From the information above, the teacher has carried out activities in the learning process. While student activities in the learning process are also not optimal.

The cycle II action consists of several stages, planning, implementation, action, observation, and reflection. The researcher observed the learning process during the application of the discovery learning model and recorded the things that happened during the teaching and learning process. In addition, pictures/photos of activities can also be taken while it is taking place. It is known that the learning process in this second cycle has increased in student learning achievement, reaching 93%. so it can be said that student achievement in the Qurban material in class V MIS DARUL AZHAR Tanah Bumbu Regency has increased. The results of the assessment of observations of student observations are shown in the learning process using the Discovery Learning model, only a few students are less active.

In cycle II, observations were made of the learning process carried out by students, from the observation data carried out by the observer, an average score of 4.6 was

obtained with satisfactory criteria. The results of observers of teacher observations during teaching and learning activities with 20 aspects of observation that have been viewed as one unit are shown in the following table. In cycle II, observations of the learning process carried out by teachers were carried out by observers, an average score of 4.6 was obtained with satisfactory criteria. observation results describe the results of student and teacher observations very well which can be done in the calculations attached to student and teacher observations.

So, with the data from the observation results of students and teachers in the second cycle stage, there has been an increase from cycle I. This teacher has carried out his duties and explained the material using the Discovery model well, while students have been active and enthusiastic in the learning process. In the implementation of this second cycle, the assessment was more successful than in the cycle.

The teaching and learning activities in this second cycle show that there is an increase in both student creativity and teacher activity to achieve the final goal. The ability of students to solve problems in learning, the ability of students in group work and the ability of students to master learning materials. Thus, the researcher will not continue to the next stage.

From the research that has been carried out consisting of two cycles, there is an increase in each learning process in succession from the first cycle and the second cycle as seen in the presentation of student learning achievement. Based on the comparison of student learning outcome data in the pre-cycle, cycle I and cycle II, it can be concluded that the use of the Discovery Learning model can improve student learning outcomes in the subject of Fiqh on the subject of Sacrifice for grade V students at MIS DARUL AZHAR. As can be seen in the following graph

Before the pre-cycle action, it was known that 16 students did not complete and 12 students completed with classical completeness of 43%. In cycle 1, it was known that 10 students did not complete and 18 students completed with classical completeness of 64%. and in cycle II, it was known that 2 students did not complete and 26 students completed with classical completeness of 93%. The graph above shows that there is an increase in student learning outcomes in succession according to the comparison of learning outcome data from the pre-cycle, cycle I, and cycle II. So that student learning achievement for Fiqh lessons increases, especially also seen in student creativity or activity in the student learning process which also increases.

Discussion

The results of the study showed a significant increase in the learning outcomes of fifth grade students on the subject of sacrifice after the implementation of the Discovery Learning learning model. This can be seen from the increase in the average value of student evaluation results compared to before the implementation of the model. In addition, there was an increase in the affective and psychomotor aspects, such as student activeness in group discussions, courage in expressing opinions, and involvement in simulations of sacrifice worship.

This finding is in line with the working hypothesis that the use of the Discovery Learning model can improve student learning outcomes. This model has proven to be effective because it places students as active subjects in the learning process. These results are also reinforced by previous research conducted by Bruner and supporters of

the constructivist approach, which states that students' own discovery of concepts can improve memory and understanding in depth. In addition, contemporary research in Islamic Religious Education learning also shows that active and contextual approaches are very effective in shaping students' religious values and attitudes.

The implications of these results are very broad, especially in learning Islamic Religious Education in elementary schools. First, the Discovery Learning model helps students build the meaning of sacrifice worship not only as an obligation, but as a form of devotion and social concern. Second, learning becomes more contextual, creative, and meaningful. Third, teachers have a more dynamic role as facilitators, not the only source of information.

In the context of the Independent Curriculum, which emphasizes student-centered learning and strengthening the profile of Pancasila students, the Discovery Learning model is very relevant. This model encourages students to think critically, independently, work together in groups, and have a high sense of curiosity—all of which are characteristics of the Pancasila student profile.

Although the results are positive, this study has limitations, such as the number of subjects being limited to only one class at MIS Darul Azhar and the relatively short implementation period. In addition, not all students have the same learning speed, requiring adaptation of strategies for students who are less active. Teacher readiness in implementing this model is also an important factor influencing its effectiveness.

Further research can expand the scope by involving more schools or different levels to see the consistency of the effectiveness of the Discovery Learning model. Further research can also explore the integration of Discovery Learning with digital technology, such as interactive media or project-based learning, which are increasingly relevant to the development of 21st-century education.

Overall, these findings indicate that the implementation of the Discovery Learning model not only improves students' learning outcomes cognitively, but also forms positive social attitudes and skills. This model is worthy of further development as part of an innovative strategy in Islamic Religious Education learning, especially in internalizing the values of worship and strengthening students' religious character from an early age.

Conclusion

Based on the results of the research analysis obtained, it will be concluded that the use of the Discovery Learning model can improve student learning outcomes, especially in the subject of Fiqh. . This is evident in the pre-cycle with an average value of 62 then increasing in cycle I with an average value of 69 then increasing again in cycle II with an average value of 79. While the classical completeness of student learning outcomes in the pre-cycle was 43% while in cycle I was 64% then increasing again in cycle II, namely 93%. In addition, the Discovery Learning learning model can increase teacher activity and creativity in guiding and drawing conclusions from the subject matter. While student activity, students are active in asking questions and answering teacher questions.

From the results of the study, especially in Fiqh learning, teachers are expected to really pay attention to both the learning model and the right learning media in the teaching and learning process, and teachers create mastery in students about the material taught to increase the level of student mastery in Fiqh learning. For those

interested in continuing research using the Discovery Learning learning model, the most important thing to note is that teachers must first understand the learning material and after that teachers must understand the material on using the Discovery model with a creative explanation so that the explanation carried out using the Discovery Learning model is more interesting. Students hope that teachers will use learning models and media in the learning process because this model can involve students directly and is easy to understand, as well as school participation in providing the facilities and infrastructure needed in the learning process.

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