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Improving Student Learning Motivation in Islamic Education Learning by Implementing the Discovery Learning Model at SD Negeri Teupin Peuraho

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ABSTRACT

This study aims to improve the learning motivation of fourth-grade students of Teupin Peuraho Elementary School towards fasting material through the application of the Discovery Learning learning model. This type of research is Classroom Action Research (CAR) which is carried out in two cycles. The research subjects consisted of 22 fourth-grade students. Data were collected through learning motivation questionnaires, observation sheets, journals, and learning outcome tests. Data analysis was carried out descriptively quantitatively by calculating the average learning motivation score and the percentage of student improvement in each cycle. The results showed an increase in student learning motivation, where the average learning motivation score in the pre-cycle was in the sufficient category, increased to good in Cycle I, and reached the excellent category in Cycle II. This shows that the application of the Discovery Learning model is able to encourage students to be more active, creative, and confident in the learning process, as well as improve their understanding of the fasting material. Thus, exploration-based learning and independent discovery are proven effective in improving student learning motivation.

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Introduction

With the rapid advancement of technology and information in education today, and the mandate of the National Education System Law, whose goal is to educate the nation and develop the whole Indonesian human being, educators have a significant task to achieve. Therefore, teachers hold a key and strategic position in creating a conducive and enjoyable learning environment to guide students towards optimal achievement of goals.

Education is an effort undertaken by individuals to improve their abilities through planning and implementing learning that develops their potential, both spiritually and intellectually, and develops the skills needed by society, the nation, and the state. Seen

from a process perspective, education is a process of influencing students to adapt as well as possible to their environment and fostering changes within them that enable them to function according to their competencies in society.

To date, Islamic Religious Education learning still relies on a learning model dominated by the view that acquired knowledge is simply facts that must be memorized. Classroom learning focuses solely on the teacher as a learning resource, and the lecture method is the primary learning strategy. Consequently, student engagement and insight are low. Similarly, in assessments, whether daily, mid-term, or final, the cognitive levels remain at C1, C2, and C3 levels, not reaching C4, C5, and C6 levels. Consequently, students' thinking remains limited to memorization. Teachers do not encourage students to engage in higher-level thinking. Given this reality, it is necessary to establish a learning system that actively engages students in teaching and learning activities to improve Islamic learning outcomes in the topic "FASTING."

Low student engagement and insight, particularly in Islamic Religious Education (PAI), are issues that arise during learning activities. Due to students' low understanding of PAI, a Classroom Action Research (CAR) was conducted entitled: "Increasing Motivation to Learn About Fasting in Fourth Grade Students of Teupin Peuraho Elementary School through the Application of Discovery Learning."

This method can foster critical thinking, participation, and democratic attitudes, as well as develop students' attitudes, motivation, and understanding of the subject of FASTING. Implementing the Discovery Learning model is expected to increase student motivation, particularly in PAI.

Methods

The subjects of this study were 22 fourth-grade students of Teupin Peuraho Public Elementary School who were actively enrolled in the odd semester of the 2021/2022 academic year. This study aimed to increase students' motivation to learn about fasting through the application of the Discovery Learning model. This classroom action research was conducted through several systematic, interrelated stages, starting with planning, implementation, observation, evaluation, and reflection. During the planning stage, the researcher prepared the necessary teaching materials, such as Lesson Plans (RPP) and Student Worksheets (LKS). Furthermore, research instruments were also prepared, including evaluation tools in the form of tests and observation sheets to measure students' motivation and understanding of the material being taught.

The action was implemented during the Islamic Religious Education (PAI) learning process for fourth-grade students, using the Discovery Learning model in stages over two cycles. This learning model was designed to encourage active student participation and increase their motivation to understand the concept of fasting. During the action,

the researcher conducted observations using the prepared observation sheets. Observations were conducted continuously from the beginning to the end of the learning process to monitor student engagement, their interactions in learning activities, and their responses to the implementation of the Discovery Learning model.

After each cycle, researchers conducted an evaluation to assess the effectiveness of the implemented measures. The evaluation aimed to determine whether students' learning motivation had improved and the extent of their understanding of the material, as evidenced by test results and observation indicators. The final stage was reflection, in which researchers analyzed the results of each cycle to assess the achievement of the established performance indicators. If targets were not optimally achieved, improvements and additional strategies were planned for the next cycle to address weaknesses or deficiencies identified in the previous cycle. The scoring guidelines in Table 3.6 are used to calculate students' learning motivation scores. These guidelines consist of four answer choices to simplify the calculation and simplify the process. For favorable questions, students who check (√) the SS answer receive a score of 4, while those who choose S receive a score of 3. If students choose TS, they receive a score of 2, and those who choose STS receive a score of 1.

Conversely, for unfavorable questions, checking the SS answer results in a score of 1, S answers receive a score of 2, TS answers receive a score of 3, and STS answers receive a score of 4. This scoring system is designed to facilitate researchers in assessing students' learning motivation consistently and objectively. The data analysis technique used in this study was descriptive statistical analysis. Descriptive analysis was conducted to calculate the average score and percentage increase in students' learning motivation in each cycle. According to Ridwan and Akdon (2007:27), descriptive analysis is used to present data systematically, factually, and accurately regarding the phenomenon being studied.

The scores used in the observations and questionnaires ranged from 1 to 4. Based on this score, the learning motivation variable ranges from 25 to 100. This range is obtained by multiplying the ideal minimum score of 1 × 25 = 25 and the maximum score of 4 × 25 = 100, resulting in a range of 75. This score range was further divided into four categories to facilitate interpretation of the results. The learning motivation score categories were divided as follows: 85–100 is categorized as Very Good, 65–84 as Good, 45–64 as Fair, and 25–44 as Poor. This categorization facilitated researchers in evaluating students' learning motivation levels and determining follow-up steps in the classroom action research.

Research evaluation was conducted by collecting learning outcome data through a reflection test. The indicator of success in this classroom action research was that at least 80% of learning scenarios were implemented as planned. Furthermore, at least

80% of students must obtain a score of ≥70 according to the Minimum Competency (KKM) set by the school, so that learning outcomes can be measured objectively.

In cycle II, the planning stage began by identifying the strengths and weaknesses achieved in cycle I. The researcher reviewed teaching aids and learning materials based on the results of previous evaluations and reflections to address any weaknesses. The implementation of actions in cycle II was carried out according to the updated learning scenario. The researcher was assisted by colleagues to systematically observe the learning process and record any findings relevant to improving student learning motivation. The initial learning activity began with questions related to the fasting topic. The goal was to arouse student interest and focus so they would be better prepared to participate in the core learning activities.

The core learning activities included a brief explanation of the fasting topic, direct guidance for students, monitoring student activity, and providing feedback. These activities aimed to ensure students understood the material well and increased their learning motivation through the Discovery Learning approach. The final learning activity included summarizing the lesson and assigning homework. The purpose of these activities was to strengthen students' understanding and provide opportunities to apply the concepts learned independently.

Data was collected through observations, student responses, teacher reflections, and student learning outcomes. Observations included the implementation of the Discovery Learning model, while student responses were evaluated using observation sheets. Teacher reflections were recorded in journals to track changes in the classroom, while learning outcomes were measured through tests. Reflection was conducted through analysis, induction, and deduction. This analysis aimed to evaluate expected and unexpected events during the learning process. Reflection enabled teachers to assess achievement and plan necessary improvements for the next cycle.

Performance indicators in this study included a minimum of 80% successful learning implementation according to the scenario and improved student learning outcomes for Islamic Religious Education (PAI) and Character Building (Budi Pekerti). A minimum of 70% of students were expected to achieve scores that met the established Minimum Competency (KKM), so the study was considered successful if these indicators were met. With clear scoring procedures, data analysis, evaluation, reflection, and performance indicators, this study was expected to increase student learning motivation and effectively understand the material on fasting through the application of the Discovery Learning model.

Result

Based on research on Improving Fourth Grade Students' Motivation for Fasting at Teupin Peuraho Public Elementary School through the Application of the Discovery Learning Model, the following results were obtained: Before implementing the Discovery Learning model, students' learning motivation was in the fair category, with an average score of 52.3%. This indicates that most students still need encouragement and guidance to be more active in understanding the fasting material.

Factors contributing to this low motivation include inactivity in discussions, lack of practical experience, and conventional teaching methods. After implementing Cycle I with the Discovery Learning model, students' learning motivation increased. The average learning motivation score rose to 68.7%, falling within the good category. This improvement was evident in students' active participation in answering questions, discussing with peers, and attempting to understand the material independently through teacher-guided experiments and concept discovery.

In Cycle II, students' learning motivation increased even more significantly. The average learning motivation score reached 87.2%, falling within the very good category. Most students demonstrated high enthusiasm, actively participated in discussions, were able to ask questions, and were able to independently summarize the fasting material. Observations also showed changes in student behavior, such as increased self-confidence, increased collaboration among peers, and increased interest in Islamic Religious Education (PAI) learning. The Discovery Learning method successfully engaged students because the learning process was exploratory, interactive, and enjoyable.

Evaluation using reflection tests and observation sheets showed that almost all success indicators were achieved, namely, at least 80% of learning scenarios were implemented and at least 70% of students achieved grades that met the Minimum Competency (KKM). This confirms that the implementation of Discovery Learning is effective in increasing student motivation to learn about fasting. Overall, this study demonstrates that the Discovery Learning model can significantly increase student motivation. In addition to cognitive aspects, this model also supports students' social and emotional development through active interaction, collaboration, and enjoyable learning experiences.

Discussion

This study shows that the implementation of the Discovery Learning model has a positive impact on the learning motivation of fourth-grade students at Teupin Peuraho Elementary School on fasting. Prior to the intervention, students' learning motivation was still low to moderate, with an average score of 52.3%. This indicates that the previous learning method was not effective in encouraging students to actively

participate in understanding the material in depth. Observations at the beginning of the study showed that most students were passive during the lesson. They rarely asked questions, were less confident in expressing their opinions, and tended to follow the teacher's directions without attempting to understand the material independently. This situation motivated the researchers to implement a more interactive learning model, Discovery Learning.

In Cycle I, the Discovery Learning model was implemented in systematic stages, starting with student concept discovery, providing guidance, and conducting group reflection. Evaluation results showed an increase in student learning motivation to an average of 68.7%, which is considered good. Students began to actively ask questions, answer questions, and discuss with their peers, indicating increasing cognitive and emotional engagement. This increase in motivation is due to the characteristics of Discovery Learning, which emphasize exploration, investigation, and independent discovery. Students not only passively receive the material, but are also challenged to seek information, summarize concepts about fasting, and relate them to everyday experiences. This method makes learning more engaging and relevant for them.

In Cycle II, student learning motivation increased significantly, reaching an average score of 87.2%, considered excellent. Most students demonstrated high enthusiasm, expressed their opinions confidently, and actively participated in all learning activities. This indicates that the repetition and reinforcement of concepts through the second cycle had a stronger positive effect on learning motivation. In addition to the increased motivation scores, observations also revealed significant changes in student behavior. Students became more confident, more willing to interact with their peers, and took initiative in learning activities. These social interactions demonstrate that the Discovery Learning method not only enhances cognitive learning motivation but also supports students' social and emotional development.

Evaluation through reflection tests and observation sheets indicated that the research's success indicators had been met. At least 80% of learning scenarios were implemented successfully, and more than 70% of students achieved scores that met the Minimum Completion Criteria (KKM). These results confirm the effectiveness of Discovery Learning in increasing motivation and overall understanding of the fasting material. Increasing student learning motivation through Discovery Learning also demonstrates that exploration-based learning and independent discovery foster curiosity, creativity, and critical thinking skills. Students are more active in seeking information, discussing experiences, and systematically summarizing the material.

Overall, this research demonstrates that the Discovery Learning model can be an effective alternative in Islamic Religious Education (PAI) teaching, particularly regarding fasting. This method not only increases learning motivation but also facilitates active,

critical, and creative learning for students. Thus, the implementation of the Discovery Learning model at Teupin Peuraho Public Elementary School has been proven to be successful in increasing fourth-grade students' motivation for fasting and can be recommended as a fun, interactive learning strategy that simultaneously supports students' cognitive, social, and emotional development.

Conclusion

Based on the research results, it can be concluded that the application of the Discovery Learning learning model is effective in increasing the learning motivation of fourth-grade students at Teupin Peuraho Elementary School regarding fasting material. The application of this method makes students more active, confident, and enthusiastic in participating in learning, so that the learning motivation score increases from the sufficient category before the action to good in Cycle I, and reaches the excellent category in Cycle II. This shows that exploration-based learning and independent discovery not only improve material understanding, but also support students' cognitive, social, and emotional development as a whole.

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