

Application of The Discovery Learning Model to Improve Learning Outcomes of Class V Students SDN 157017 Pinangsori 11

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Abstract

One of the reasons for the low learning outcomes of students in Islamic Religious Education (Qs.Al-Ma'un) learning is that the learning model used by teachers is not appropriate, where learning is still teacher centered. The aim of this research is to improve PAI learning outcomes through the application of the discovery learning model. This research is Classroom Action Research (PTK) which is carried out in 2 cycles consisting of planning, implementation, observation and reflection. The subjects of this research were class V students at SDN 157017 Pinangsori 11. The results of this study stated that the PAI learning outcomes for class V students at SDn 157017 Pinangsori 11 increased according to expectations. This success was caused by the application of the discovery learning learning model, this was proven by the pre-cycle student test results with 28.57% completeness which continued to increase from cycle I to get 62.5% student learning results which achieved completeness while in the second cycle it achieved 87, 5% with satisfactory results.

Keywords: *Discovery Learning; Student; Learning Outcomes.*

Abstrak

Rendahnya hasil belajar siswa pada pembelajaran Pendidikan Agama Islam (Qs.Al-Ma'un) salah satunya adalah karena model pembelajaran yang digunakan guru kurang tepat, dimana pembelajaran masih berpusat pada guru. Tujuan penelitian ini adalah untuk meningkatkan hasil belajar PAI melalui penerapan model Discovery Learning. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam 2 siklus yang terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas V SDN 157017 Pinangsori 11. Hasil penelitian ini menyatakan bahwa hasil belajar PAI siswa kelas V SDn 157017 Pinangsori 11 meningkat sesuai harapan. Keberhasilan tersebut disebabkan oleh penerapan model pembelajaran Discovery Learning, hal ini dibuktikan dengan hasil tes siswa pada pra siklus dengan ketuntasan 28,57% yang terus meningkat dari siklus I memperoleh hasil belajar siswa sebesar 62,5% yang mencapai ketuntasan sedangkan pada siklus kedua siklusnya mencapai 87,5% dengan hasil memuaskan.

Kata kunci: *Discovery Learning; Hasil Belajar; Siswa.*

INTRODUCTION

In essence, learning is an active process, where interaction occurs between educators, students, and learning resources. This statement shows that there is a directed communication process towards predetermined learning goals or targets (Pane & Dasopang, 2017). One indicator that learning can be said to be quality is by looking at student learning outcomes. Student learning outcomes are the result of an interaction of teaching and learning actions between educators and students (Dimiyati, 2013). Student learning outcomes can be classified into three domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). The three are explicitly inseparable and are interrelated with each other. Student learning outcomes can be improved if the learning activities carried out in the classroom take place effectively and efficiently, supported by adequate facilities and infrastructure in the school along with the educators' skills in managing the class and their mastery of the material. Therefore, teachers must be able to make teaching more effective and interesting so that the learning material delivered will make students feel happy and feel the need to study the learning material.

Islamic religious education as one of the compulsory subjects in schools aims to instill and increase a person's religiosity through their knowledge and appreciation of what they have obtained as a faithful or obedient servant of Allah (Majid, 2014). Therefore, Islamic Religious Education can also be interpreted as an effort to develop a person to be better, to form a perfect person, which is related to a person's conscience, thoughts, actions and feelings. As a mandatory subject in school, Islamic Religious Education needs to be taught as fully and well as possible like other subjects.

As data obtained from previous student learning results shows that there are a large number of students who have low learning outcomes in Islamic Religious Education subjects (Qs.Al-Ma'un). This can be seen from the achievement of student learning outcomes which are still below the minimum completeness criteria (KKM). The low learning outcomes of PAI students can be caused by educators who have not used learning methods and designed learning implementation plans that are adapted to the characteristics of the material as well as the situation and conditions of students so as to enable students to be active and creative. However, on the contrary, teachers tend to use conventional one-way learning methods, where information is only transferred from

teacher to student, which tends to be monotonous and boring for students. Learning activities are still teacher-centered (teacher center learning). Students are not used as subjects but rather as learning objects, in fact teachers tend to limit students' creativity and participation during teaching and learning activities so that the results achieved by students are limited to memorizing concepts, theories, principles, laws and the like only at the memory level (Rusli, 2020).

Based on the reality of what is happening, it is necessary to apply appropriate learning methods to increase and stimulate the active role of students in learning Islamic Religious Education (Qs.Al-Ma'un) both individually and in groups. Teachers as instructors and facilitators must be able to carry out active and enjoyable learning so that maximum student learning outcomes will be obtained. One learning method that can be used based on this problem is by applying the discovery learning method.

The discovery learning method is a learning activity that occurs when students are not presented with information directly, but students are required to organize their understanding of this information independently. Students are trained to become accustomed to being scientists. They are not only consumers, but are also expected to play an active role, even as creators of knowledge (Hosnan, 2014). This discovery learning method can also be interpreted as a teaching procedure that emphasizes teaching, individualization, object manipulation and experimentation, before arriving at generalization. So that this method becomes a component of educational practice which includes teaching methods that promote active, process-oriented, self-directed, self-seeking and reflective learning.

With the discovery learning method, students are expected to be able to explore, discover and analyze the main material of Islamic Religious Education individually and together in a group (Rusli, 2020). The application of the discovery learning learning method is also a problem solving action determined in an effort to improve learning outcomes in Islamic Religious Education (QS. Al-Ma'un) so that it is hoped that it can help teachers to develop ideas about effective and innovative learning activity strategies and refer to achievement. individual competence of each student.

The steps for implementing discovery learning include:

1. *Application of the Discovery Learning Method in PAI Learning*

In its application, the discovery learning method means that the teacher acts as a facilitator, while the students become learning objects or act more actively than the teacher. A teacher can guide students in carrying out ongoing learning activities so that they are in accordance with the goals that have been set. In this discovery learning method, students are expected to be able to carry out learning activities which include collecting information, comparing, analyzing, organizing, integrating and concluding. With this discovery learning method, students should be able to learn independently and the teacher only gives them directions. Previously, the teacher gave the students a problem, then for this problem they were asked to look for information and solutions related to the problem which they hoped would later be resolved or resolved. The use of this learning method is considered appropriate in PAI learning, because it not only addresses cognitive aspects but also affective and psychomotor aspects.

2. *Preparation implementation of the Discovery Learning Method*

Before implementing learning using the discovery learning method, proper preparation is required by the teacher in its preparation. The preparations for implementing the discovery learning method are as follows: a. Determination is related to goal learning. b. Identifying the characteristics of each student, including the student's initial abilities, learning motivation, interests and talents, learning style, intelligence and so on. c. Determining the learning topics that will be studied by students, especially inductively (in connection with examples of generalizations). d. Development something material learning, can form implementation, illustration, assignment, etc. This is intended for students to learn. e. Arranging learning topics from simple to complex. f. Carrying out assessments of student learning processes and outcomes (Imam Mahdi et al, 2019).

3. *Stages Application of the Discovery Learning Method*

Providing stimulus or stimulation (Stimulation).

In the first stage, students are faced with a problem that causes a feeling of confusion to arise within them, then it is not recommended to give generalizations,

this aims to make students move and take the initiative to search or investigate independently on their own. Apart from that, teachers can start learning by asking students questions, encouraging them to find information first regarding the subject matter by reading more books, and other learning activities. This is intended to direct students to prepare for problem solving activities. Providing this stimulation functions to develop and help students to be able to explore the lesson material provided. In this case, the teacher explains a little regarding the subject matter, then to attract more students' attention and not cause confusion, the teacher may ask them questions so that curiosity grows in the students.

Identifying problems or question (Problem statement)

In the second stage, the teacher provides opportunities for students to be able to identify as many problems as possible that are relevant to the lesson material. Next, the teacher chooses one of the students to express their answer regarding the problem or hypothesis. Then the group that was initially divided is given the opportunity to propose a hypothesis. Teachers should guide students to have a creative and confident nature in learning and guide those who are still passive in learning activities so that they are moved to be active in discussing and solving problems related to the learning process.

Data collection (Data collection)

The third stage, when carrying out exploration activities, the teacher gives students the opportunity to collect and search for relevant information so that later they can prove whether the hypothesis is true or not. In this discussion activity, students and teachers need to pay attention to cooperative, polite and democratic attitudes in expressing their opinions and no one is forcing other people's will (Dede Supriatna, 2018). At this stage the aim is for students to be able to answer questions and prove whether the hypothesis is true or not.

Processing data (Data processing)

The fourth stage is data processing, namely an activity of processing data and information what students have searched for and obtained is then interpreted from

these various data. After students collect existing information, they then analyze all the information obtained. All this information is related to interviews, observations, reading materials, and so on. Next, all the data obtained goes into processing and clarification in a certain way to obtain a reliable interpretation. After the required information has been collected, each group is given the opportunity to present their results, followed by answering the hypothesis that was previously proposed based on information obtained from references or others.

Proving (Verification)

In the fifth stage, students check whether or not the previously established hypothesis is true with alternative findings, then relate it to the data results. At this verification stage, the aim is that a learning process can run effectively, innovatively and creatively if the teacher gives students the opportunity to independently discover a theory, understanding, concept, topic through implementation in everyday life. This will make it easier for students to understand the learning material. At this stage the teacher verifies the student's answers and questions.

Getting conclusions or generalizations (Generalization)

The sixth stage is drawing conclusions. This means the process of making a conclusion that is used as a basis and is in accordance with all similar events or problems and by paying attention to the results of previous verification. From the verification results, it can be formulated that the principles and foundations underlying generalization. Based on the results of previous verification, this can be used as a conclusion.

4. End activities

At the end of the learning activity the teacher provides reinforcement regarding related material and prepares problems regarding the subject matter for future learning process activities by giving assignments to students to work on at home so that they can continue to study well and are ready to carry out further learning.

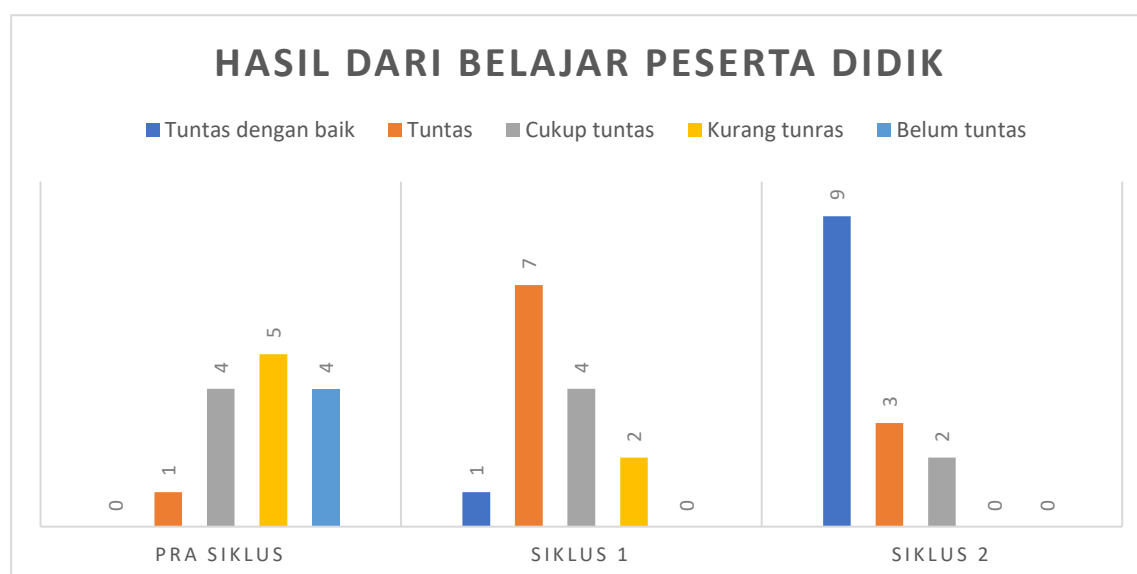
RESEARCH METHOD

This research uses classroom action research methods. Classroom action research is carried out with the aim of improving/increasing the quality of learning practices (Arikunto, 2006). This classroom action research was carried out in two cycles. Where each cycle consists of four stages, namely: planning, implementation, evaluation, and reflection. This research examines several research journal articles related to discovery learning. The results of various research journal articles will be used to identify efforts to improve student learning outcomes through discovery learning methods in Islamic Religious Education (QS.Al-Ma'un) subjects.

RESULTS AND DISCUSSION

Results

After carrying out research using the discovery learning method, the learning outcomes for class V students at SDN 157017 Pinangsori 11 were obtained, namely:



As in previous research, other research has also experienced an increase after using discovery learning, one of which is:

- a. Research conducted by Yasrida Yanti Sihombing, Teacher at SMP Negeri 1 Batangtoru South Tapanuli Regency in 2018 with the title "Efforts to Improve Student Learning Outcomes by Implementing the Discovery Learning Learning Model in PAI and Character Learning on the Subject of Everything Clean, Living Comfortably in Class VII- 1 Batangtori 1 Middle School for the 2018/2019 Academic Year." The results of this research show that student learning outcomes

using the discovery learning method are increasingly increasing in learning completion. A class is declared complete if at least 80% of the students achieve the KKM score, where there are 34 students in that class. Before the classroom action research was carried out, student completion scores were around 52.94%, namely 18 students who completed. Then after this action research, in cycle 1 the students' completeness score was 73.53%, namely 25 students managed to achieve the KKM score. Because the minimum limit had not yet been reached, cycle 2 was held, where the students' complete score was 94.12%, that is, there were 32 students who succeeded in achieving the KKM score (Yasrida Yanti Sihombing, 2018).

- b. The research was conducted by Rusli, a teacher at SMP Negeri 1 Darul Aman, Darul Aman District, East Aceh Regency in 2020 with the title "Effectiveness of the Discovery Learning Learning Model in Improving PAI Learning Outcomes in Schools

The results of this research show that learning outcomes using the discovery learning method are increasingly increasing in learning completion and average grades. A class is declared complete if at least 80% of the students achieve the KKM score, where there are 31 students in this class. Before the action research, the students' average score was 4.83 and their learning completion was 19.35%. There were 6 students who completed it. After carrying out action research using the discovery learning method, in cycle 1 the students' average score was 60.67% and their learning completeness was 51.61%, there were 16 children who completed it. Because the minimum KKM value had not been reached, cycle 2 was carried out again in this action research. The result was that the average student score was 70.66% and the learning completeness was 87.10%, there were 27 children who completed it (Rusli, 2020).

- c. The research was conducted by St Karamah, Teacher at SMA Negeri 1 Ogan Komering Ulu in 2019 with the title "Use of the Discovery Learning Learning Model in Improving PAI Learning Outcomes for Class XI Science 5 Students at SMA Negeri 1 Ogan Komering Ulu".

This research was conducted in a class with 35 students. The results of this research show that by using the discovery learning method there is an increase in student learning achievement. This was proven before the action research, student learning completeness was 31.43%, there were 11 students who completed it. Then this action research was carried out, in cycle 1 student learning completion was 68.57%, there were 24 students who completed it. Because the minimum limit had not been reached, cycle 2 was carried out again which resulted in student learning completion, namely 91.43%, 32 students completed (St Karomah, 2019).

Discussion

The discovery learning learning method has a positive impact in improving student learning outcomes, this can further increase students' understanding and mastery of the subject matter so that students get complete grades (St Karomah, 2019). Through the discovery learning method, learning is more fun, providing motivation for students to be able to express their opinions through learning concepts. Students are given the opportunity to generate ideas or ideas to make it easier for students to learn independently. The existence of discovery learning increases students' enthusiasm in participating in the learning process because they feel that this method can make the learning atmosphere more enjoyable and less boring so that students can complete assignments effectively (Yasrida Yanti Sihombing, 2018). Increasing learning outcomes will increase students' sense of desire to continue learning. This discovery learning method places more emphasis on learning experiences and being able to generate ideas from each student, so that they are automatically involved in the learning process. The material is presented in the form of questions and problems that must be solved. In this way, students gain more insight and knowledge.

The use of discovery learning is in accordance with the learning objectives, namely a process of learning activities that not only emphasizes the transfer of knowledge by teachers to students, but also provides stimulation for students to apply affective and psychometric aspects by actively involving them in the learning process. Students will gain new knowledge and train them to learn independently without depending on others. Learning using the discovery learning method is not something new. This learning method which emphasizes students making discoveries has been around for decades and the person considered to be the first person to use this method

is Socrates, he who initiated a discovery learning method which is very useful in the world of education (Aliasmin, 2020). It is hoped that this learning activity will be able to guide students to actively contribute and be involved in the learning process and be able to make independent discoveries related to the material being studied.

CONCLUSION

Based on the presentation of the results of research that has been carried out, it can be concluded that the discovery learning method can improve student learning outcomes effectively and is very well applied in PAI learning activities (QS. Al-Ma'un) as seen from the increase in the average percentage of results Student learning was 62.5% in the quite good category in cycle I to 87.5% or in the very good category in cycle II. And this research aims to increase and attract students' active and critical thinking power. Learning using the discovery learning method is designed in such a way that it is as fun and interesting as possible for students so that they can play an active role in the learning process. Apart from that, this learning can provide opportunities for students to discover, process and map independently related to learning content or materials. It is hoped that this independent training will enable students to develop and advance their abilities with full confidence. This method is also able to shape the nature of being creative and innovative and can motivate students' learning to continue to develop according to their abilities.

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