

## APPLICATION OF DISCOVERY LEARNING METHOD AS AN EFFORT TO IMPROVE LEARNING OUTCOMES OF FIKIH ZAKAT FITRAH MATERIAL CLASS VC IN MIN 2 KEDIRI CITY

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### Abstracts

In order to improve the learning outcomes of students in the Islamic jurisprudence subject Zakat Fitrah material in Kediri City, it is necessary to conduct classroom action research to obtain the significance of the influence of the Discovery Learning learning model on student learning outcomes, especially in the fiqh subject class Vc MIN 2 Kediri City. The results of this research showed that the average score in the pre-cycle was 72.35 with a completion percentage of 64.7%. The learning results after carrying out the second cycle research by applying the discovery learning method to the learning of Islamic law regarding Zakat fitrah provisions, namely Total Value = 2580, Average Value = 75.88, and Learning Completeness = 91.2%. Based on the research results from Cycle 1 and Cycle 2, it can be concluded that the use of the learning model is effectively applied in learning ZakatFitrah materials.

#### Keywords:

Discovery Learning, Learning Results, Zakat Fitrah.

### Introduction

Education is very important to give to students, especially Islamic religious education so that students become children who have noble morals. Islamic religious education plays an important role in human life, Islamic religious education is an aid in efforts to create a life that

is meaningful, peaceful and dignified. Therefore, Islamic religious education is very important in human life. Because education is a process in order to influence students so that they can adapt as best as possible to the environment and society. The aim of Islamic education is to become our human beings (Fully Humans) in the sense of being servants of Allah, as caliphs on earth to achieve prosperity and happiness in life in this world until the afterlife (Ramayulis, 2011).

Educational success is influenced by various factors, including teachers. Professional teachers will always strive to improve students' understanding of the material being taught. This is in line with national education goals. In an effort to improve the learning process, teachers must try to create suitable strategies, because in a meaningful teaching and learning process, student involvement is very important, students will learn through active involvement with various concepts and principles in solving problems.

Learning outcomes are the abilities that students have after receiving their learning experience. Learning outcomes are often used by teachers as a measure or criterion for knowing how far someone has mastered the material that has been taught. To actualize these learning outcomes, a series of measurements using good and qualified evaluation tools are required. Such measurements are possible because measurement is a scientific activity that can be applied in various fields including education (Purwanto, 2011).

Learning outcomes have an important role in the learning process. The process of assessing learning outcomes can provide information to teachers about students' progress in achieving goals and achieving targets expected by teachers. In the context of our efforts to realize good learning outcomes, and make students enthusiastic about learning, it is necessary to have a professional educator (teacher) who has his own method or strategy in teaching. A teacher is required to be able to develop optimal learning programs, so that an effective and efficient learning process is realized.

With a learning model that is still conventional, students have difficulty understanding the material presented. This has an impact on students' lack of conceptual understanding of the subject matter being taught. One of them is characterized by low student learning outcomes. Based on a preliminary study conducted by researchers, the results showed that in general the average class score only reached the KKM (Minimum Completeness Criteria) value that had been determined for the Fiqh subject. With an average percentage of 50% of students in the Vc MIN 2 class in Kediri City mastering Fiqh subjects, while 50% of students lack mastery and understanding of Fiqh subjects. This shows that some students lack mastery and understanding of Fiqh subjects.

The discovery model (in Indonesian it is often called the disclosure model is defined as a learning process that occurs when students are presented with learning material that is still unfinished or incomplete so that it requires students to reveal some of the information needed to complete the teaching material (Abidin, 2014). Discovery strategy is a unique method and can be developed by teachers in various ways which include teaching inquiry and problem solving skills as a tool for students to achieve educational goals. One of the main supporters of the discovery approach is Jerome Brunner. In his opinion, Problem solving through discovery will develop an inquiry and problem solving style to complete a task faced by someone (Hamalik, 2004).

From the explanation above, it shows that there is a connection between the low understanding of students and the learning process carried out by the teacher. Therefore, teachers must be more creative in choosing and using learning models that suit the characteristics of the subjects to be delivered. Guided by the facts above, one alternative problem solving that can be taken is to apply the *Discovery Learning model* as an effort to improve learning outcomes in Fiqh learning, especially in Zakat Fitrah material. Based on the background explained above, it is necessary to conduct classroom action research as an effort to improve the learning process in Fiqh subjects, by conducting classroom action research.

## Methods

This type of research is Classroom Action Research (PTK), namely research that aims to improve and enhance the teaching and learning process in the classroom (Paizaluddin, 2014; Sanjaya, 2011). This research was conducted by MIN 2 Kediri City which is located on Jalan Agus Salim Gang VIII No 32a. The subjects of this research were students in the VC MIN 2 class in Kediri City, consisting of 34 students. 17 male students and 17 female students.

This research uses quantitative data collection. This quantitative research is used to examine data in the form of numbers or refers to quantities based on statistics. In this research, researchers used quantitative research to obtain the significance of the influence of the Discovery Learning learning model on the learning outcomes of students in class Vc MIN 2 Kediri City. The data source used to measure the increase in learning achievement is the first cycle and second cycle test results data. The data is in the form of numbers so that the data processing technique used is quantitative techniques and will be supported qualitatively. The quantitative technique used in this research is to look for the difference in test results from pre-cycle then cycle 1 and cycle 2.

Data collection techniques are a method used by researchers to reveal or collect quantitative information from respondents as the scope of research (Sujarweni, 2014). The data collection techniques that will be used in this research are observation, documentation and tests. Quantitative data is processed using descriptive percentages of grades required by students and then averaged to determine individual success and classical success in accordance with the targets that have been set.

According to Arikunto, research design is a plan or design made by researchers as a target for activities to be carried out. The classroom action research design consists of four stages, namely: planning, action, observation, and reflection.

## Results and Discussion

### Findings

#### *Implementation of Cycle 1*

##### a) Planning

- 1) Before the classroom action research was carried out, the researcher made observations about the Zakat Fitrah material.
- 2) Carrying out designs in implementing PTK.
- 3) Create a Learning Implementation Plan (RPP) regarding the specified material.
- 4) Prepare the necessary supporting facilities and means.

##### b) Implementation

Actions in classroom action research include procedures that will be carried out, as well as improvement processes that will be carried out. At this stage, the learning plan that has been prepared by the teacher and researchers is used as a basis for organizing learning. In this phase, teachers and researchers carry out Zakat Fitrah learning using the discussion method on fiqh subjects according to the plan that has been made in the Teaching Module.

##### 1) Preliminary Stage

- The teacher opens with greetings, asking how things are, and checking students' attendance.
- Students are asked to check their personal neatness and class cleanliness.
- The teacher gives apperception.
- The teacher conveys the material to be studied.

##### 2) Core Stage

- The teacher conveys the competencies to be achieved .
- The teacher presents material as an introduction, regarding the topic of discussion to find problems.

- The teacher explains the material explaining Zakat Fitrah material and its provisions through PPT power point slides.
- The teacher directs students to ask questions related to Zakat Fitrah and its provisions.
- The teacher gives instructions to students to discuss the questions they have created in groups.
- The teacher gives directions to students to dig deeper for information on the internet via a website about Zakat Fitrah material.
- The teacher asks student representatives to present the results of their discussion in front of the class.
- The teacher invites other group friends to provide feedback on the results of the students' presentations.
- The teacher provides reinforcement and explanation of the results of student discussions.
- The teacher invites students to work on the LKPD that has been prepared on Zakat Fitrah material.

3) Closing Stage

- Together the students draw conclusions about the results of their learning for the day.
- Ask questions and answers about the material that has been studied (to find out the results of the material achieved).
- The teacher gives students the opportunity to express opinions about the learning that has been followed.
- Assessing learning outcomes.
- Invite all students to pray.

c) Observation

Observations are carried out simultaneously with the learning process. The observations carried out are observing every action which includes: student interactions with students or all the facts that exist during the learning process. While the activity was taking place, the researcher observed the behavior and changes that occurred in the students and recorded them. The function of observation is to record all activities and abilities demonstrated by students during learning activities.

d) Reflection

At this stage, the activities carried out are to describe the analysis procedures for monitoring results and reflection on the process and impact of corrective actions taken, as well as criteria and action plans for the next cycle.

*Implementation of Cycle 2*

Cycle 2 is an improvement on cycle 1. Cycle 2 is carried out to cover the deficiencies found in cycle 1. The stages in cycle 2 are the same as the stages in cycle 1 only emphasized with the aim of improving cycle 1. Stages- The stages carried out in cycle 2 are:

a) Planning

The activity carried out at this planning stage is to prepare the Teaching Module which will be implemented as in cycle 1.

- 1) Develop a learning implementation plan and teaching and learning process activities for each cycle which includes learning steps from the initial activity stage, core activities and final or closing activities.
- 2) Prepare tools and materials for learning that have been prepared by researchers.
- 3) Prepare assessment tools, namely tests carried out at the end of the action according to the scope of the problem in learning.
- 4) Teachers or researchers prepare lessons better so that students are more focused and understand the material that will be presented.

- 5) The attention of teachers or researchers in providing teaching to students must be paid more attention so that students are not afraid and embarrassed when giving and answering questions
- b) Implementation
 

The action taken at this stage is implementing the learning implementation plan that was created in cycle 2, namely improving Zakat Fitrah learning by using the discussion method in the Islamic jurisprudence subject Zakat Fitrah material for class Vc MIN 2 Kediri City.

  - 1) Preliminary activities
    - Start with greetings, greet students and say a prayer.
    - Apperception, asking questions about the provisions of zakat fitrah.
    - Motivation, raising the enthusiasm of students.
    - Ask students to prepare Fiqh books.
  - 2) Core activities
    - The teacher explains the objectives and material to students regarding the provisions of zakat fitrah.
    - The teacher explores experiences regarding the material to be presented.
    - Then the teacher divides the students into six groups to work on LKPD regarding the provisions of zakat fitrah.
    - The teacher distributes LKPD to be done in groups.
    - Students read the results in front of the class.
  - 3) Closing Activities
    - The teacher provides reinforcement of students' findings and concludes the material regarding the provisions of zakat fitrah.
    - Ask students several questions about the provisions of zakat fitrah.
    - Students copy the conclusions in their notebooks.
- c) Observation
 

Researchers observed learning activities in cycle 2 to find out whether there had been progress in the learning process from cycle 1 to cycle 2.
- d) Reflection
 

All data and information that has been obtained then becomes the basis for determining whether the expected goals have been achieved or not.

## Analysis

### *Pre Cycle*

Before implementing cycle 1, a pretest was carried out, where students were given learning material by reading material in LKS books and lectures only. At the end of the lesson, students are given a formative test of 10 questions with a maximum score of 100. The test is used to find out how far the student's knowledge is.

The initial activity before the research was to observe the learning process of Fiqh Zakat Fitrah Material for class Vc at MIN 2 Kediri City. In the initial stage, researchers conducted a pre-test. The results of the pre-test are used to see students' abilities before taking action (learning using the discovery learning model). These results are also a reference for researchers and teachers in conducting discovery learning model learning so that student learning outcomes can improve according to expectations. The results of the quantitative descriptive analysis from the pre-test showed that 22 students achieved the KKM with the highest score of 90, while 12 students obtained a score below the KKM with the lowest score of 50, with a total score of 2460 and the class average score was 72.35. The completion score for the Pre-cycle is 64.7%.

### *Cycle 1 Results*

The teacher gives test questions that the students will work on. There are 20 multiple choice questions given. After completing the questions, the teacher asks the students to collect

them and then closes the lesson. The learning results after conducting cycle I research by applying the discovery learning method to learning Islamic jurisprudence on Zakat Fitrah material, namely Total Value = 2580; Average Value= 75.88; Learning Completeness = 76.47%. So it can be said that the learning achievement of the Vc MIN 2 class participants in Kediri City has increased. By increasing student learning outcomes in learning, the application of the Discovery learning model is able to improve student learning outcomes, especially in the fiqh subject class V MIN 2 Kediri City, Zakat Fitrah material.

#### *Cycle 2 Results*

The teacher gives test questions that the students will work on. There are 20 multiple choice questions given. After completing the questions, the teacher asks the students to collect them and then closes the lesson. The learning results after carrying out the second cycle research by applying the discovery learning method to the learning of Islamic jurisprudence regarding Zakat Fitrah provisions, namely: Total Value= 2725 Average Value= 80.2 Learning Completeness= 91.2%. Based on the results of the data above, it is known that the learning process in the second cycle has experienced an increase in student learning achievement, namely reaching 91.2%. So it can be said that the learning achievement of students in class Vc MIN 2 Kediri City Fikh Lesson Zakat Fitrah material has increased.

#### **Conclusion**

Based on the research results from Cycle 1 and Cycle 2, it can be concluded that the use of the discovery learning method is effectively applied in learning Zakat Fitrah material. The average score in the pre-cycle was 72.35 with a completion percentage of 64.7%. The average score in cycle 1 was 75.88 with a completion percentage of 76.47%. The average score in cycle 2 was 80.2 with a completion percentage of 91.2%.

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