APPLICATION OF THE DISCOVERY LEARNING MODEL IN IMPROVING PAI LEARNING OUTCOMES IN CLASS X STUDENTS SMAIT MAHMUDIYYAH

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Article Info

Abstracts

This presentation is based on the results of classroom action research which aims to improve achievement student learning through the application of the Discovery Learning Learning Model in subjects Islamic Religious Education and Character Education in class X-MIPA-Putra SMAIT Mahmudiyyah Regency Sukabumi, West Java province. This research includes an assessmen of student participation, implementationteacher learning, and achievement of student learning outcomes. Through two research cycles, the dataobtained from observations of student activities, assessments of teacher learning implementation, and testsstudent learning outcomes. The findings show that the use of the Discovery Learning Model canimprove student learning achievement, which was initially relatively low in cycle I, but has increased significant in cycle II. This study confirms that the Discovery Learning Model is effective inincreasing the competence of Islamic Religious Education in class X-MIPA-Putra students at SMAIT Mahmudiyyah, Sukabumi district, West Java province.

Keywords:
Discovery Learning, PAI, Learning outcomes

Introduction

Religion Islam come accompanied by his birth a paradigm new about the process of human life in living life in the world as a servant of God and caliph on earth. this process is accompanied by a revolution in the field of education as one of the basic prerequisites for building a human civilization that able perform tasks and its function as a leader for manage nature this. It means, Substantial education that emphasizes values has not been implemente because Students are still placed as learning objects, not as subjects Alone. It means, in process education need creativity, innovation, And developing insight into the values of educators, namely educators who have the ability For appreciate it knowledge, know confidential knowledge Which taught, strength And weakness theories as well as its validity. Learning Islamic Religious Education and character has a significant role is very important for the development of students, so learning needs to be created effective. mentions that learning effective can give meaningfulness Study on self participant educate as reflection quality of learning which is very important for students` self-change in aspect cognitive, affective and psychomotor In teaching, of course an educator uses strategies intellectual creation And strategy cognitive from on information verbal. Method teach Which thereby requires a big role from the teacher or lecturer in order to grow And direct participant educate on liveliness And development potency as well as process of forging oneself according to the talents and awareness of the students themselves about the importance of education.

Static and rigid learning methods, the perceived attitude and mentality of educators less support for the process, and less relevant learning strategies cause process learning education religion Islam not enough interesting. Religious teachers are less creative in exploring methods Which usually used For education religion cause implementation learning tend monotonous. Role Teacher in learning with method discovery learning only as facilitator by Because That Teacher must role active And creative in give material lesson on student so it comes true process learning Which quality. The Islamic Religious Education (PAI) learning process is generally delivered with traditional methods, traditional learning models are used more often lecture method with students passively receiving information or rules from Teacher through memorization, listening, and note. Learning Islamic religious education in class X MIPA Putra SMAIT Mahmudiyyah Still dominant use method lecture, so that student only passive listen lecture Teacher just. Seeing these conditions, something is needed effort For repair results Study student through method learning Which able to increase student activity, so that students do not passively listen to the teacher, but also actively understand the material presented. Model learning Discovery Learning directs students to understand concepts, meanings, and relationships, through an intuitive process to finally come to a conclusion.

Concept discovery occurs when data from Teacher No served in form end, but in form process (never ending process). By using the discovery learning model, students are encouraged to identify what you want to know followed by searching for information themselves then organize or form (construct) what they know And they understand it in a final form. By Because That in Learning should not only use lecture methods and also student sued For memorize And understand just will but should student taught to find Islamic religious education concepts that are easier to understand Alone. The results of

research by Fakhrurrazi mention often teachers are too active in in process learning, temporary participants educated made passive, until interaction between teachers and students in the learning process is not effective. If the process learning is more dominated by the teacher, then the effectiveness of learning will not be achieved reached In understanding Islamic religious education material, class X MIPA Putra students Not many people have mastered SMAIT Mahmudiyyah , so it uses a method discovery learning , so that students will easily understand and master the material be delivered. Based on results observation temporary, student class X MIPA Men's There are still many SMAIT Mahmudiyyah students who do not understand religious education material Islam so that learning outcomes are low.

Methods

In presenting the information in this article research has previously been carried out in the form of Classroom Action Research (CAR) which is intended to improve and enhance practice learning Islamic Religious Education in class X MIPA Putra SMAIT Mahmudiyyah. Inside Carrying out research, the presenter took 16 student subjects who had a level low learning success in class. PAI Subject Teachers act as implementers The research was accompanied by a collaborating teacher who helped observe the implementation procedures

The syntax of the learning model chosen is the discovery learning model. The Class Action Research which is the basis for the presentation of this information was carried out on the 5th, 9th,12 December 2022 and 16 December 2022, in class X MIPA Putra SMAIT Mahmudiyyah in the semester odd academic year 2022/2023. Achievement of actions will be evaluated based on learning outcomes obtained by students in PAI material. Success criteria include participation rates and student understanding, with a minimum KKM of 75. Achievement indicators include an increase in the average score students and the percentage of students who reach the KKM. The research design consists of two cycles, each of which consists of planning and implementation action, observation, reflection, and re-planning. Each cycle is a series of activities interrelated to improve and enhance learning practices. Data is collected through observation sheets of teacher and student activities during learning, as well as tests to measure students' understanding of PAI material. Data analysis was carried out quantitatively to calculate level of student learning completeness and qualitatively to evaluate the learning process. With this PTK approach, it is hoped that significant improvements and improvements can be achieved in the practice of learning Islamic Religious Education in class X MIPA Putra SMAIT Mahmudiyyah.

Results and Discussion

Pre Cycle

Researcher do observation activity learning Education Religion Islam in class X MIPA Men's SMAIT Mahmudiyyah consisted of 16 students. The results of these observations are available described as follows:

a. The teacher is in class when all the students are already in class. During lessons started Lots student Which Not yet Ready For learning, still Lots student Which chat and are not ready to listen to the teacher, but there are also some students who are Already Ready Study.

b. Method learning Which used Teacher is lecture. Teacher explain material lesson and students listen.

c. Time learning more Lots For do questions exercise in book package.

d. Students are asked to work on questions in the textbook while the teacher just sits back and relaxes or out class left class.

e. There are still many students who do not understand the material because students are shy and not confident to ask, Apart from that, the students are enthusiastic follow learning is not very high, resulting in poor learning outcomes low. Matter This seen from mark student Which Not yet reach KKM 75, not enough from 85% from all over student.

Student scores in the pre cycle are obtained in PAI learning 3 students completed, while 13 other students did not complete. Completeness Study student on findings beginning This only reach 18.75% And Not yet reach minimum completeness which are expected namely 85%. So the researchers made improvements PAI learning using discovery learning methods for increase learning outcomes student.

CYCLE I

Planning the implementation of classroom action research in cycle I using a model discovery learning in Islamic religious education. To optimize implementation learning so arranged planning as following that is prepare a set of learning components that will be used, which consists of from planning, implementing learning, tools or media for teaching and questions or instruments for practice. At this planning stage, researchers also prepare lesson

plan, media or tool learning And instruments evaluation Which will used in process learning. On stage planning This implementation Which First is to create a Learning Implementation Plan (RPP) with a learning model discovery learning, then prepare observation sheets, prepare worksheets student and post test Which will be studied and done properly together- The same.

As for the implementation of learning in Islamic and Buddhist Religious Education subjects Character education religion Islam on cycle I meeting First as follows: a) Initial activities begin with the teacher entering the class and greeting the teacher para student. b) Activity core learning, As for Step step learning on model discovery learning are as follows :

1) The teacher explains several points/materials that will be discussed at the meeting is ongoing and shows a video related to religious education Islam as a learning stimulus 2) Then students analyze and identify problems that arise from the results of the stimulation, with the help of the teacher the students agree on the point/problem Which will discussed during the KBM 3) Student find out for yourself material/solution with method gather data/information from references held to references given by the teacher in LKPD. 4) From results collection information student collaborate And discuss And processing results Which obtained in LKPD Which has been provided 5) Teacher give freedom to student For verify results his job with method look for reference source other, Good from Internet as well as other print media provided by the teacher and also ask questions answer to teachers and people other. 6) Student present results discussion And do ask answer by other groups/students, after

that at the end of the activity the students and teacher work together conclude discussion of Islamic religious education 7) At the end activity Teacher request student gather results discussion And do the post test and fill in the reflection sheet on the LKPD has been shared.

During implementation action ongoing, observer do observation And record using the observation sheet provided. Things that observed And noted by observer is Activeness student And method teach Teacher during the learning process of PAI subjects by applying the discovery model learning. The following is data on students' cognitive test results in PAI education subjects religion Islam on cycle I :

Tabel 1. Mark student cycle I

No	Name	KKM	Mark	Information
1	ANDHIKA CHANDRA	75	60	No Complete
2	ARYA	75	65	No Complete
3	DASEP	75	60	No Complete
4	DIMAS MAULANA	75	60	No Complete
5	KISAR MUNDARI	75	80	Complete
6	AZRIL	75	80	Complete
7	ELDI A	75	80	Complete
8	MUHAMMAD ALDI	75	65	No Complete
9	MUHAMMAD FATHUR	75	75	Complete
10	MHAMMAD HAMDANI	75	85	Complete

In cycle 1, observations were made of the learning process carried out by student, from data observation Which done by observer obtained score 40 from a maximum score of 60 with a percentage of 66.7% in the good category. In cycle I too Observations were made of the learning process carried out by the teacher, from the data observation conducted by observers obtained a score of 82 out of a maximum score of 96 with percentage 85.4% very good category.

CYCLE II

Planning the implementation of classroom action research in cycle II using a model learning discovery learning on education religion Islam . For To optimize the implementation of learning, plans are prepared as follows namely preparing a set of learning components that will be used, which consisting of planning, implementation of learning, tools or media for teaching as well question or instruments For exercise. On stage planning This, researcher Also prepare lesson plans, media or learning tools and assessment instruments that will be used used in the learning process. At this planning stage, the implementation First is make Plan Implementation Learning (RPP) with model discovery learning, then prepare observation sheets, prepare student worksheets and post tests that will be studied and done together The same.

As for the implementation of learning in Islamic and Buddhist Religious Education subjects Character Islamic education on cycle II as following: Activity introduction, started with Teacher enter class And give regards to para

student. Activities core learning, As for step step learning on model discovery learning on education religion Islam cycle II this is as following :

1) The teacher explains several points/material in outline that is being discussed on meeting Which currently taking place And broadcast A videos related religious education Islam as stimulation learning.
2) Conduct questions and answers related to the general explanation of the material and also videos Which Already broadcast, at a time student analyze And identify problems arising from the results of stimulation, with the help of the teacher student agreed point/problem Which will discussed on moment KBM taking place.
3) Students discover for themselves material/solution with how to collect data/information from references held to references given by the teacher in the LKPD. Apart from the material in the LKPD, students are given the freedom to gather good information from Internet as well as libraries.
4) From the results of collecting information, students collaborate, actively discuss, and are active ask answer And exchange mind at a time processing results Which obtained in LKPD Which Already provided.
5) Teacher give freedom to student For verify results his job with method look for reference source other, Good from Internet as well as other print media provided by the teacher and also ask questions answer to sources, both teachers and competent people in the field.
6) Student present results discussion And do ask answer by other groups/students. Most students are active in asking questions and answering questions respond to questions that arise during the presentation so that the class is like that life and active.
7) Student helped by Teacher conclude about education religion Islam. Teacher Also give point point important about material Which already discussed.
8) At the end of the activity the teacher and students reflect on the results of the learning has been carried out, at the same time students are asked to collect the results of the discussion and do post test. Teacher give task For done/memorized At home and ends by saying hello.

During implementation action ongoing, observer do observation And Take notes using the observation sheet provided. Things that observed and recorded by the observer is student activity during the learning process Islamic Religious Education subjects by applying the discovery learning model . In cycle II, student activity increased rapidly, which was seen when students held discussions collection information And on moment presentation And ask answer. Liveliness And Student enthusiasm is also very visible when students are given the opportunity to go to the ICT lab For look for reference from Internet And Also on moment given chance to library to look for other references related to religious education Islam. Discussion And presentation seen very active because student given freedom to search for information, from the results of that search to knowledge student increase And capable bring up question or idea idea new about Islamic education. With Observe students' behavior/activities while attending KBM PIE education religion Islam student Already start used to Study with use model discovery learning.

Based on actions in cycle II including planning and implementing actions as well as results observation so that can done reflection. Researcher And collaborator discuss results implementation action. Effort For increase understanding student through model/method learning discovery learning Already Enough shows maximum results. This is shown by the majority of students very active in participating in learning activities and the results of posttest I and posttest II on cycle II Which improving well. The following is data on students' cognitive test results in PAI education subjects religion Islam on cycle II :

Tabel 2. Mark student cycle II

No	Name	KKM	Mark	Information
1	ANDHIKA CHANDRA	75	85	Complete
2	ARYA	75	90	Complete
3	DASEP	75	90	Complete
4	DIMAS MAULANA	75	85	Complete
5	KISAR MUNDARI	75	85	Complete
6	AZRIL	75	90	Complete
7	ELDI A	75	85	Complete
8	MUHAMMAD ALDI	75	70	No Complete
9	MUHAMMAD FATHUR	75	85	Complete
10	MHAMMAD HAMDANI	75	85	Complete
11	MUHAMMAD IKHSAN	75	90	Complete
12	MUHAMMAD LUTFI	75	80	Complete
13	RIZAL	75	85	Complete

As shown in table 3, it can be seen that the posttest score greatly increases if compared to cycle I. Number of students who succeeded in exceeding the KKM in the cycle II there were 15 children or 93.75% of students who succeeded in exceeding the KKM, while the number students who have not succeeded is 1 student or 6.25% of the total number. Average value the posttest obtained students already classified tall And surpass KKM ie 85.3 .

ANALYSIS

Based on the results of research carried out in December 2022 in Class X MIPA Men's SMAIT Mahmudiyyah Sukabumi in education subjects Islamic religion Islamic religious education finds problems with student learning outcomes still low. Because teachers still use the classical method, namely the lecture method, so that student No There is chance For active discuss, ask nor express his opinion. Apart from that, this conventional learning model makes students feel bored and bored in Study. So researcher compile planning For increase results Study student through model learning discovery learning. The implementation stages of this classroom action research include planning, implementation, observation/observation and reflection. During the pre-cycle, the researcher tried to explore students' knowledge by looking student learning outcomes with

learning evaluations in Islamic religious education subjects Islamic education. And it is known that only 3 students completed the results students with mark flat flat class 65.0 And completeness Study student only reach 18.75%. From the results of the pre-cycle that had been carried out, the author took action on the eyes Islamic religious education lessons Islamic religious education to improve results Study student with apply model discovery learning in class X MIPA Son SMAIT Mahmudiyyah.

When carrying out actions in the cycle I with discovery learning model is known student Which complete 8 student with mark average 70.9 with percentage 50% completeness. The results obtained from applying this method are still less than completeness Which expected, then The researcher continued the research in cycle II. Furthermore on moment implementation cycle II writer apply model discovery learning in Islamic religious education and BP subjects in class XII MIPA A , and is known student Which complete 15 student with mark average 85.3 with percentage pass 93.75%. The results obtained in cycle II are considered to have been achieved completeness Which expected, so with thereby model discovery learning can improve student understanding/learning outcomes. We can know this based on results data Which obtained before exists action on every end cycle for analyzed.

Conclusion

Based on data analysis and research results regarding the effectiveness of the discussion method with Problem Based Learning (PBL) learning model to improve learning outcomes class VII students in Islamic Religious Education learning can be summed up as following: The discussion method can be applied in learning Islamic Religious Education. This matter can be seen from the development of students' interest in learning during the teaching and learning process using this method. Use of discussion methods in learning Islamic Religious Education allows students to learn actively, so that it is a process learning is more student-centered. Then based on research data at SMP Negeri 1 Solor Timur, learning achievements are generated through use The discussion method is quite satisfactory because 90% of students have obtained a complete score in accordance with the KKM at the school. In applying the discussion method these aspects are fulfilled to improve student learning outcomes, this method can influence the process learning, especially Islamic Religious Education. PAI learning through The discussion method can improve student learning outcomes, this can be seen from the data the percentage of classical student learning outcomes in the pre-cycle is only (25%), at cycle I (80%) and in cycle II it increased to (90%).

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