DISCOVERY LEARNING METHOD AS AN EFFORT IN INCREASING STUDENT LEARNING ACTIVITY IN ISLAMIC EDUCATION SUBJECTS

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Abstract:
This discovery method is based on the fact that learning has advantages that can help students to improve and improve skills in thinking processes. The purpose of this study is to determine the application of the discovery learning method, the impact of the application of the discovery learning method on increasing student learning activity in PAI learning in class VIII and the obstacles and solutions found in applying the discovery learning method to PAI subjects. This research is a field research study that relates to the analysis of Islamic Religious Education learning with the application of the Discovery Learning method in class VIII at State Junior High School 2 Sungai Penuh. This study obtained the final result that at SMP Negeri 4 Sungai Penuh the application of the discovery learning method in PAI learning to activate class VIII student learning at SMP Negeri 4 Sungai Penuh includes: Asking students to explain the material that has been given according to students' understanding, to be explained in the following section. In front of the class, students interact with their friends in class so that they are expected to find the perfect answer, and students write down the findings they conclude from the previous discussion.

Keywords: Discovery Learning Method, PAI Learning, Learning Activities

Abstrak:
Metode discovery learning ini berdasarkan fakta bahwa dalam penggunaannya terdapat kelebihan yang dapat membantu peserta didik untuk memperbaiki serta meningkatkan keterampilan dalam proses berpikir. Tujuan dalam penelitian ini ialah untuk mengetahui penerapan metode discovery learning, dampak penerapan metode discovery learning terhadap peningkatan keaktifan belajar siswa pada pembelajaran PAI di kelas VIII dan hambatan serta solusi yang ditemukan dalam menerapkan metode discovery learning pada mata pelajaran PAI. Penelitian ini merupakan penelitian Penelitian lapangan (field research) ini yang berhubungan dengan analisis pembelajaran Pendidikan Agama Islam dengan penerapan metode Discovery Learning pada kelas VIII di Sekolah Menengah Pertama Negeri 4 Sungai Penuh. Penelitian ini mendapatkan hasil akhir bahwa di SMP Negeri 4 Sungai Penuh penerapan metode discovery learning dalam pembelajaran PAI untuk mengaktifkan belajar siswa kelas VIII di SMP Negeri 4 Sungai Penuh diantaranya: Meminta siswa untuk menjelaskan materi yang telah di berikan sesuai dengan pemahaman siswa, untuk dijelaskan di depan kelas, siswa berinteraksi dengan teman temannya di kelas dengan demikian diharapkan dapat menemukan jawaban yang sempurna, dan siswa menulis hasil penemuan yang mereka simpulkan dari diskusi sebelumnya.

Kata Kunci: Metode Discovery Learning, Pembelajaran PAI, Keaktifan Belajar
PENDAHULUAN

Learning activities do not only convey information to students but require the moral involvement and actions of the students themselves. In addition, learning activities will be practical if students do most of the learning activities that must be carried out in class. In the context of updating learning activities in education, three issues need to be highlighted: curriculum renewal, improving the quality of learning, and the effectiveness of learning methods. Because, The learning method has a significant share in teaching and learning activities and the use of this method can facilitate and provide direct and meaningful experience in accordance with the material being taught (Nurhadi 2004; Mustikaningrum, Widiyanto, and Mediatati 2021). The ability expected to be possessed by students is determined by the relevance of using a learning method that is suitable for the purpose. Thus in education renewal, learning innovations must be carried out on learning strategies or techniques that have been implemented so far.

Exploring educational perceptions about the practice of assessment by using effective methods as the main source in seeing the progress of knowledge related to the process of the right need for applying methods in learning and in this case by improving and enhancing strong relationships between teaching by applying appropriate strategies as well. A teacher in teaching a field of study must ensure that students are not only limited to changes in intelligence or intelligence but also cover all individual aspects, namely changes in attitudes, knowledge, understanding, habits, skills and so on. Increasing the potential of these students, according to Ahmad Rohani that in, improving the quality of education and learning outcomes are always associated with the teaching and learning process itself (Ibarra-Saiz et al. 2023; Leite, Marinho, and Sousa-Pereira 2023; Rohani 1991).

According to the constructivist theory, students must find and transform complex information by themselves, check new information with old rules, and revise them if the rules are no longer appropriate. As this is an information-processing approach related to learning, it is far more suited. According to this theory, too, one of the essential principles in educational psychology is that teachers do not just provide knowledge to students, but students must build their knowledge. (Nurhadi 2004; Supardan 2016).

The discovery learning strategy method is expected to improve the learning process in the classroom, with knowledge obtained privately. It is effective because it strengthens understanding, memory, and transfer so that it creates a feeling of pleasure in students because it arouses student curiosity and motivates students to work continuously until they find answers (Jayadiningrat, Putra, and Putra 2019; Aliasmin 2020; Widiadnyana 2014). In addition, the rationale for using this method is that it has advantages that emphasize the importance of actively involving students in the learning process. The problems faced by students are a problem engineered by the teacher so that students do not have to exert all their thoughts and skills to get the findings on the issue through the research process. Based on facts and observations, the application of discovery learning has the advantage of helping students to improve and
enhance cognitive skills and techniques. Discovery efforts are critical to this process, depending on how it is learned.

Seeing this reality to anticipate global changes and the demands of scientific progress, a PAI teacher must create learning while referring to Permendikbud No. 22 of the 2016 curriculum 2013 revision of process standards for Elementary and Secondary Education because such teachers will be able to produce higher quality graduates compared to teachers whose learning process is carried out soberly without considering various factors that can affect the success of the learning process (Sanjaya 2008; "Permendikbud No. 22 of 2016 Curriculum 2013 Concerning Basic Education Process Standards and Intermediate," n.d.). How improve this situation by applying the discovery learning method places students in a condition of understanding meaning and extracting meaning by learning to understand concepts, definitions and relationships through an intuitive process to arrive at conclusions finally. In addition, the discovery learning method aims to change the orientation of learning, which still tends to ability in terms of theory, not optimal in the direction of application in everyday life.

The discovery learning method can develop several aspects as instructional as learning material with students being able to provide practice because efficiency in learning depends on the method or strategy (Subramaniam and Sapri 2022; Wisener et al., n.d.). The climate that is built in the discovery learning method, students learn more fun because students are given the freedom to develop, and place them as learning subjects to creatively discover a concept by solving problems encountered in lessons and everyday life. This allows students to be more motivated from within to learn, and if the discovery learning method is often used in learning, it allows students to master skills in problem solving.

Based on the results of previous research by (Prasetyo and Abduh 2021) that learning using the discovery learning method in the early stages students are given stimulation or assignments then identify the problem, collect data, after collecting student data process and prove the data that has been obtained and finally the students gave a conclusion so that these results showed that the average increase in student learning activity in cycle I was still low while in cycle II it was high, so that in cycle II it met the criteria in the form of success that had been determined by applying the discovery learning method.

Then the findings from Erysa Nindya Putri in increasing activeness and learning outcomes through the discovery learning model that this implementation was carried out with two cycles in cycle I, namely with planning, action, observation, and reflection in this cycle student activity was 53% while in cycle II student activity increased by 79.6% that in conclusion, this learning method can increase student activity in mathematics (Putri 2018). Furthermore, Aliasmin's findings in using the discovery learning method in PAI learning to improve student learning outcomes that the application of this discovery learning method can improve student learning outcomes in khulifaurrasyidin material which students participate in during action shows an increase in student activity which is categorized as good and satisfying (Aliasmin 2020).
So that the difference in previous research is by focusing on the application of the discovery learning method in an effort to increase the activity of students at 4 Sungai Full State Junior High School, which is the object of the author's research, because from a curriculum perspective, the 2013 curriculum has been used. However, in implementing learning still uses a number of conventional learning methods and has not optimized students' processing skills as stated in Permendikbud No. 22 of 2016 concerning process standards for Elementary and Secondary Education. In the learning process there are also some problems, as an indicator for example when the learning process takes place students do not focus on the teacher's statement. Learning should involve students in the learning process, such as observing surrounding phenomena, asking questions about things that are not yet understood, gathering information, processing information and communicating it. Therefore, we need an active learning method, namely discovery learning.

**METODE PENELITIAN**

This research is a qualitative descriptive research which aims to examine the condition of natural objects and emphasizes understanding the in-depth meaning of a phenomenon and this approach certainly requires research that focuses on analytical acuity, objectivity, and systematic so as to obtain accuracy in interpretation. Because the essence of a phenomenon or symptoms for qualitative research is totality (Sugiyono 2018; Margono 2006).

This field research relates to the analysis of Islamic Religious Education learning by applying the Discovery Learning method to class VIII at State Junior High School 4 Sungai Full. While the data collection techniques in this study used observation, interviews and documentation techniques.

In this research method also uses data credibility by using triagulation. Triagulation is a method of checking the validity of data collected outside the data for the purposes of checking or comparison of data so that it can be interpreted as a data collection technique that combines various data collection techniques and existing data sources. The purpose of this study was to find out the application of the discovery learning method, the impact of the application of the discovery learning method on increasing student learning activeness in Islamic education learning in class VIII and the obstacles and solutions found in applying the discovery learning method to Islamic education subjects.

**RESULT AND DISCUSSION**

The research data was obtained in the form of interview data, observation, and documentation through the formulation of a discussion of the application of the discovery learning method in learning Islamic religious education to increase student learning activity divided into three aspects. The first aspect is applying the discovery learning method to class VIII students in PAI subjects, and the second aspect is the impact of the application of the discovery learning method on increasing active learning in PAI learning. The third aspect is obstacles and solutions found in applying discovery learning to improve student learning activeness in learning PAI in class VIII.
Application of the Discovery Learning Method in Increasing Student Learning Activeness

This discovery learning method is a good learning method to use and has the value of accuracy in carrying out various learning. The application of discovery learning can be carried out easily, both used in any learning and can be at various levels, in the implementation of learning using this method it can also be seen from the four steps that must be taken, namely the explanation through examples or pictures, observation and passing a number of educator questions, preparation or conclusion of rules as well as the application of rules in gradual training according to the level of complexity (Novianningsih 2022; Ardyansyah and Fitriani 2020).

Based on the results of the author's observations, indeed in SMPN 2 for PAI subjects according to the 2013 curriculum it is demanded to apply methods that focus more on learning on student activity. This can be seen from the lesson plans used by PAI subject teachers.

Regarding the efforts to apply the discovery learning method in increasing the active learning of Islamic Education Subjects in Class VIII Students at SMPN 2 Sungai Lilin, the researchers conducted observations in two meetings, namely meeting 1 on 06 November 2019 and meeting 2 on 13 November 2019.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>This first meeting used the lecture and assignment method. This method is divided into 3 activities, namely initial activities, core activities and final activities.</td>
</tr>
<tr>
<td>2</td>
<td>At this meeting, the learning scenario was divided into three activities, namely initial activities, core activities and final activities. Its application as a first step is that students are stimulated or given assignments and then identify the problem, collect data, after collecting the data students process and verify the data that has been obtained and finally students give a conclusion.</td>
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<tr>
<td>3</td>
<td>In the closing activity, the teacher asks about the learning approach that has been implemented. From the answers of several students, most of them felt unfamiliar with the application of learning that had been carried out and the teacher asked the opinion of some of the teacher's students to re-explain related to the material.</td>
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At the first meeting the teacher applied the method that the teacher used to apply and at the second meeting the teacher was asked to apply the Discovery Learning method. The meeting's basic competency standards are "understanding the contents of surah Ar-Rahman/55:33 and surah Al-Mujadallah/58:11 and related hadiths about seeking knowledge", and the indicator is mentioning the meaning of surah Ar-Rahman/55:33 and surah Al-Mujadallah/58:11 as well as a hadith about seeking knowledge, the results of which are presented as follows.

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a. The first meeting, this first meeting used the lecture and assignment method. In this method it is divided into 3 activities, namely initial activities, core activities and final activities: Initial activities, In the initial activities the teacher says greetings, reads prayers and is absent, after that the teacher gives apperceptions related to the material to be studied and explains the competencies to be learned. must be achieved in learning activities, core activities, in the core activities the teacher applies the lecture method and assignments. The teacher explains the material to completion and students are expected to focus on listening. After finishing explaining the material, the teacher invites students to work on the LKS, and closing activities. In closing activities, the teacher re-explains the material that was presented before and then closes the lesson by reading a prayer. 

b. Final activity/closing In this closing activity the teacher asks about the learning approach that has been implemented. From the answers of several students, most of them felt unfamiliar with the application of learning that had been carried out, but students did not deny that they were far more able to understand the material by applying the discovery learning method than conventional learning which seemed to have never changed in class with lecture and assignment methods. And after the teacher asked the opinion of some of the teacher’s students, they re-explained the material. The teacher also reminds students about the importance of demanding as taught in Islam. Apart from that teacher. Finally, the teacher and students read the prayer before closing the lesson.
The process of teaching and learning activities carried out through the application of the discovery learning method is implemented through several steps by the teacher starting with the usual method the teacher applies, namely by explaining the material until it is finished and students are expected to focus on listening. After finishing explaining the material, the teacher invites students to work on the LKS, and closing activities. In closing activities, the teacher re-explains the material that was presented before and then closes the lesson by reading a prayer. And at the second meeting the teacher was asked to apply the Discovery Learning method with the first flow into three activities, namely initial activities, core activities and final activities namely by applying it as a first step students are given stimulation or giving assignments then identify the problem, collect data, after collecting student data processing and verifying the data that has been obtained and finally the student gives a conclusion.

The Impact of Applying the Discovery Learning Method to Increasing Student Active Learning in PAI Learning in Class VIII

Based on the results of the author's observation that the learning outcomes of students at SMP Negeri 4 Sungai Full in learning Islamic Religious Education seem to depend on the learning process applied by the teacher, if learning takes place with interesting and more disciplined learning methods and activities then learning success can be achieved. Talking about the activeness of student learning, the explanation from the principal is one of the important data to complete the author's research, while the results of the interview with the principal about the PAI learning process are as follows: The PAI learning process in our school is indeed not fully successful to the maximum and to the maximum standard is still not there and it takes hard work from all parties in the school like ourselves, teachers and also students and it needs to be emphasized too, that success in learning is very much determined by how the learning process takes place. The application of the discovery learning method is able to provide learning that really helps the development and motivates students because students can learn actively and responsively, but sometimes teachers rarely want to vary their teaching methods and tend to give lectures, take notes and do boring exercises for students so students find it difficult to understand the material taught (Interview, 15 November 2019).

The explanation conveyed above is that in providing an illustration that the discovery learning method is one of the methods that can increase student learning motivation, if students are motivated to learn, students will try as much as possible in the learning process and thus will affect student learning activity. than the method that is often applied by the teacher. Likewise with the opinion of Tombang Arius Bertua Sinaga that during the learning process, students look more enthusiastic and motivated to be able to learn and use discovery learning so that students can be actively involved in learning and of course, it can support students to be able to criticize the material presented (Sinaga 2021; D.Robertson, Huynh, and Mathis 2023).
The next student revealed that: Learning PAI feels easy and we can understand the lesson when we study the lesson ourselves, even though it is a bit difficult but we will try to work on the problems given with the language and understanding that we have, compared to the way of learning that is usually applied by the teacher we learn by taking notes, doing lots of assignments or exercises and several other assignments that bore us so that the assignments given are difficult for us to understand (Interview, November 15, 2019).

The student’s expression above explains that learning using the discovery learning method feels easy and can understand the lesson when the lesson is studied with enthusiasm so students can do it freely and relaxed but remain on the goal to be achieved, when compared to the usual way of learning by the teacher, namely learning by taking notes, doing a lot of assignments or exercises and various other tasks that make students feel bored so that the tasks given by the teacher are done carelessly.

Seeing some of the explanations given by the principal, teachers and students at SMP Negeri 4 Sungaipuh, learning activity achieved by applying the discovery learning method is much better where by applying the discovery learning method students feel happy and active in learning, plus in its application, students are asked to explain the findings that students make independently and freely, students can interact with teachers and friends in the class to find perfect results, thus students become active and responsive to the teaching material provided by the teacher.

Obstacles and Solutions to the Application of the Discovery Learning Method to Increase Student Learning Activeness

a. Obstacles to the Application of the Discovery Learning Method to Increase Student Learning Activeness

Obstacles are a part that always exists in every job, as is the case with the learning process of Islamic Religious Education and also the application of the Discovery Learning method at 4 Sungai Full State Junior High School in implementing this learning model does require maximum effort from the teacher, because the Discovery Learning learning method This requires teacher skills in controlling students' interest to be more active and creative.

Based on the results of the author’s observations, the obstacle to the application of the Discovery Learning learning model is that the teacher is still not optimal in applying the Discovery Learning learning method where the teacher does let students learn on their own while what is desired in this learning method is the teacher as a facilitator, mentor so that the learning process focuses on thinking and discovery activities. However, the teacher uses this time as a break time and students are left to work on the questions by themselves without controlling learning activities. And the teacher only controls the question and answer presentation in class. This is in accordance with the results of the
researcher's interview with the following students:

The application of the Discovery Learning method has indeed been carried out by our teacher, but in practice our teacher has let us try to study and find discussion of learning material on our own, even though there are lots of questions that we want to ask when we are looking for discussion results, because our teacher takes advantage of his time to leave the class, and when our teacher is not in class, the friends become noisy, however, learning with the Discovery Learning method is very interesting and exciting, where later we will respond to each other and also answer questions from our teacher freely and directed (Interview, November 15 2019).

The second obstacle is the lack of learning resources and also the teacher does not attach importance to the use of teaching resources even though the source is a tool that can facilitate the process of finding material, besides that other obstacles students seem less creative in learning and require the teacher's hard work, this is in accordance with the false statement an Islamic Religious Education teacher follows: The first obstacle in the Islamic Religious Education learning process is the limited learning resources, even though learning resources are very helpful in carrying out learning, especially in PAI learning, as well as in the application of the Discovery Learning method such as when discussing material students only use worksheets to find assignments given, so that students' thinking becomes monotonous and there is no comparison of thoughts in explaining, also many students explain in the same language so that learning becomes less interesting (Interview, 15 November 2019). According to the PAI teacher above, this provides an illustration that the obstacles in applying or using the Discovery Learning learning method are learning resources from the students themselves, where there are still some students who do not study seriously.

So that in this case it has been clarified by several interview results that the obstacles to the application of the Discovery Learning method in learning Islamic Religious Education at State Junior High School 4 Sungai Full, are: 1) The application of the Discovery Learning method is not optimal in learning Islamic Religious Education, 2) Application the Discovery Learning method makes teachers hands off, 3) Its application has not been considered good by teachers because it tends to apply monotonous or commonly applied methods such as taking notes, lectures and giving assignments, 4) Lack of learning resources to support student activities in the implementation of learning, 5) Requires a lot of time in learning.

a. Solutions to the Application of the Discovery Learning Method to Increase Student Learning Activeness

The solution in applying the Discovery Learning method in PAI learning is how the efforts of teachers and students improve its application, in accordance with the constraints that are not yet optimal, how to make the application maximal and also pay attention to the use of learning
resources, this is in accordance with the following interview results: We as the Principal Of course we want the best for our school, as well as the application of learning including the application of PAI learning and learning models, so we try to set an example directing teachers to always try to maximize the application of their learning both in the application of learning methods and in the use of learning resources, we will strive to provide learning resources such as textbooks for teachers and students (Interview, 15 November 2019).

Explanation from the Principal of Sungai Full State Junior High School, explaining that the solution sought in implementing the learning method, including in the application of the Discovery Learning method in PAI learning, is to try to set an example for subordinates how to give good teaching and try to provide teaching as much as possible, then procure learning resources such as textbooks as facilities and tools that can help the learning activities of teachers and students, a solution like this will also be attempted by Islamic Religious Education teachers at SMP Negeri 4 Sungai Full.

Seeing the explanations given by the Principal as well as the PAI teacher at State Junior High School 4 Sungai Full, it can be seen that the solution in applying the Discovery Learning method in learning Islamic Religious Education at State Junior High School 4 Sungai Full, is as follows: the principal tries giving examples in the application of learning, the principal always tries to direct teachers to apply learning as well as possible, including in the application of learning methods in learning Islamic Religious Education, teachers try to provide the best teaching possible, and provide learning resources.

As for the solution from the author regarding the application of the Discovery Learning method in learning Islamic Religious Education and also the learning process at 4 Sungai Full State Junior High School so that the implementation and application of learning and also the use of learning resources, teachers are also expected to vary the application of methods in learning so that students can be more active, creative and enthusiastic in learning.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the discovery learning method in increasing student learning activeness in Islamic Religious Education subjects at SMP Negeri 4 Sungai Kunci includes: Asking students to explain the material that has been given in accordance with student understanding, to be explained in front of the class, students interact with their friends in class and thus are expected to be able to find the perfect answer, and students write down their conclusions and previous discussions.

The impact of the application of the discovery learning method on increasing student learning activeness in PAI learning is far more increased than when doing assignments in the form of exercises on the same material that has
been studied with the discovery learning method. The learning emphasizes the activeness of students in the learning process so that students become motivated and happy in learning. And the obstacles and solutions to the application of the discovery learning method in class VIII at SMP Negeri 4 Sungai Full are that the application of learning has not been maximized, learning resources that do not support and also lack of time in implementing learning, then the solution is to maximize the learning process and provide learning resources that complete.

REFERENSI


