# Jurnal Profesionalisme Guru

# Efforts to Develop Students' Talents and Creativity in Islamic Religious Education Learning Through the Discovery Learning Method at SDN 100420 Singanyal

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**Abstract:**

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and developing their talents and creativity. One effective method to support this process is Discovery Learning, which emphasizes exploration, hands-on experience, and independent problem-solving. This method enables students to be more active in discovering learning concepts, thereby enhancing their understanding and critical thinking skills. This study aims to analyze the implementation of the Discovery Learning method in Islamic Religious Education (PAI) at SDN 100420 Singanyal and identify its impact on students' talent and creativity development. Using a qualitative approach, data were collected through observation, interviews, and documentation. The results of the study indicate that implementing Discovery Learning not only increases students' active participation in the learning process but also encourages them to think independently and creatively. Students become more engaged in exploring learning materials and gain confidence in expressing their opinions. Thus, Discovery Learning is recommended as an innovative teaching strategy in Islamic Religious Education, as it optimally nurtures students' potential, enriches their learning experiences, and fosters a stronger religious character.

**Keywords:** Discovery Learning, Islamic Religious Education, Creativity, Talent, Active Learning.

## INTRODUCTION

Developing students' talents and creativity is a key aspect of realizing holistic education that aligns with contemporary demands. At SDN 100420 Singanyal, this effort is directed through the implementation of the Discovery Learning method in Islamic Religious Education (PAI) to create an interactive and contextual learning environment while supporting the development of students' individual potential (Sari, 2020).

The Discovery Learning method encourages students to actively explore, ask questions, and solve problems independently. This approach enables students to connect religious concepts with real-life experiences, ensuring that their understanding is not only conceptual but also applicable and meaningful (Rahman, 2021).

A learning approach that emphasizes exploration and independent discovery has been proven to enhance students' learning motivation. By actively engaging in the learning process, students no longer remain passive recipients of information but become active

agents in their education, ultimately improving their comprehension and critical thinking skills (Sari, 2020; Rahman, 2021).

In the context of Islamic Religious Education, this method also plays a crucial role in shaping students' character and spirituality. The integration of religious values into exploration and interactive discussions helps students internalize religious teachings more deeply, making learning a comprehensive and transformative experience (Firdaus et al., 2022).

Despite its great potential, the implementation of Discovery Learning in practice presents several challenges. One of the main obstacles is the limited understanding of teachers regarding this innovative method, as many educators are still accustomed to conventional teaching approaches and struggle to adapt to more interactive methods (Putra, 2021).

Additionally, the lack of supporting resources, such as adequate facilities and appropriate teaching materials, further hampers the optimization of this method. The persistence of a traditional mindset among educators exacerbates the situation, preventing efforts to develop students' talents and creativity from reaching their full potential (Nugroho, 2022).

To overcome these challenges, continuous teacher training and mentoring programs are essential. These efforts are expected to shift traditional mindsets toward greater adaptability to innovative teaching methods such as Discovery Learning, significantly improving teaching quality and student engagement (Nugroho, 2022).

Collaboration among all educational stakeholders including teachers, school management, and parents is also a critical supporting factor. This synergy is necessary to create a conducive learning environment, provide adequate facilities, and develop a curriculum that is responsive to students' needs, ensuring their potential is maximized while integrating religious values into their education (Firdaus et al., 2022).

## METHODS

This study employs a qualitative approach with a case study design to explore the implementation of the Discovery Learning method in Islamic Religious Education (PAI) at SDN 100420 Singanyal. This approach was chosen for its ability to capture the intricate dynamics of teacher-student interactions and the contextual aspects of the learning process. Data collection techniques include participatory observation, in-depth interviews, and document analysis, providing a comprehensive understanding of the process and impact of implementing this method (Rahman, 2021).

Data Sources. The data used in this study is categorized into two main types: primary and secondary data. Primary data is collected directly through classroom observations, interviews with teachers and students, and discussions with school management. Meanwhile, secondary data is obtained from school archives, teaching documents, and relevant academic literature and previous studies on Discovery Learning. By integrating both data types, this study ensures data triangulation, enhancing the validity and reliability of the findings (Sari, 2020; Putra, 2021).

Data Analysis. The data analysis follows a descriptive approach through three main stages. The first stage, data reduction, involves filtering and categorizing relevant information to facilitate analysis. In the data presentation stage, the refined data is organized into thematic narratives, highlighting patterns, relationships, and dynamics between the implementation of Discovery Learning and the development of students' talents and creativity. Finally, the conclusion-drawing stage formulates key findings that illustrate field implementation while identifying both supporting and inhibiting factors. This analytical approach enables the researcher to gain an in-depth understanding of the effectiveness of the Discovery Learning method within the context of Islamic Religious Education (Nugroho, 2022; Firdaus et al., 2022).

Data obtained from observations, interviews, and documentation indicates that the implementation of the Discovery Learning method in Islamic Religious Education (PAI) at SDN 100420 Singanyal has had a significant positive impact on student engagement and creativity. The study recorded an increase in students' active participation as well as improvements in critical thinking skills.

The data collection techniques employed a triangulation approach, integrating findings from direct classroom observations, in-depth interviews with teachers and students, and an analysis of instructional documentation. This approach ensures that the data collected is valid and representative of real conditions in the field (Sari, 2020).

**Quantitative Data Summary**

| Learning Aspects | Observation (%) | Interview (%) | Documentation (%) |
| --- | --- | --- | --- |
| Student Participation | 85 | 80 | 82 |
| Student Creativity | 78 | 75 | 77 |
| Critical Thinking Skills | 90 | 88 | 89 |
| Learning Motivation | 83 | 81 | 82 |

Direct classroom observations reveal that students are more enthusiastic and actively engaged when given opportunities to explore learning materials independently. Group discussions and collaborative problem-solving activities further confirm that this method stimulates students' interest in comprehending the subject matter more deeply.
In-depth interviews with teachers and students highlight that the Discovery Learning method not only enhances critical thinking skills but also encourages students to connect religious concepts with real-life experiences. Teachers report that students find it easier to internalize lesson materials when they are directly involved in the learning process.

Data from instructional documentation, including classroom journals and activity records, support these findings. Written evidence and class activity recordings indicate that innovative learning through Discovery Learning has consistently had a positive impact on both students' academic and non-academic development.
These research findings align with previous studies, which suggest that discovery-based learning methods can boost students' motivation and optimize their individual potential (Rahman, 2021). The implementation of this method creates opportunities for students to take an active role in managing their own learning process.

The implications of these findings are significant, particularly for curriculum development and instructional strategies in elementary schools. By adopting the Discovery Learning method, schools are expected to foster a more dynamic learning environment, encourage creativity, and cultivate a stronger enthusiasm for learning among students.

Overall, the collected data and analysis indicate that the implementation of the Discovery Learning method positively contributes to improving the quality of Islamic Religious Education at SDN 100420 Singanyal. These findings suggest that with proper training and support, this innovative method has the potential to be widely applied to optimize students' talents and creativity (Sari, 2020; Rahman, 2021).

Data verification was conducted using the triangulation technique, which involved comparing and confirming information obtained from various sources, including classroom observations, interviews, and school documentation. This verification process ensures consistency and reliability of the findings, as primary and secondary data

complement each other in depicting the real conditions of Discovery Learning implementation. The verification results indicate that increased student participation and creativity have been observed, although there are differences in perceptions between teachers and students regarding the method's implementation. Group discussions and confirmation from instructional documents further support the conclusion that adequate facilities and teacher competency development are crucial factors in enhancing the effectiveness of this method (Putra, 2021; Nugroho, 2022; Firdaus et al., 2022).

Data validation was carried out using the triangulation technique, which involves cross-checking and confirming information from observations, interviews, and documentation. This process included comparing primary and secondary data to ensure consistency and reliability of the findings. In-depth discussions with participants—both teachers and students—were also conducted to clarify differing perceptions and ensure that data interpretation aligns with real experiences in the field. This technique has proven effective in minimizing bias and providing a holistic perspective on the implementation of the Discovery Learning method in Islamic Religious Education at SDN 100420 Singanyal (Sari, 2020; Rahman, 2021).

The results of data validation show high consistency among various data sources. Indicators such as increased active participation, creativity, and critical thinking skills observed in class are also reflected in interviews and instructional documentation. While there are slight differences in perception between teachers and students regarding the level of success in implementing the method, overall, the data suggests that Discovery Learning has had a significant positive impact. These validation results support the conclusion that the method serves as a strategic alternative for fostering students' talents and creativity through Islamic Religious Education. Furthermore, it is recommended that teacher competency enhancement and the provision of adequate resources be prioritized to optimize future implementation (Putra, 2021; Nugroho, 2022).

## CONCLUSION

The findings of this study indicate that the implementation of the Discovery Learning method in Islamic Religious Education (PAI) at SDN 100420 Singanyal has yielded strong results. Data from observations, interviews, and documentation consistently show a significant increase in student participation, creativity, and critical thinking skills. This reinforces the notion that a learning approach emphasizing exploration and independent discovery can effectively optimize students' overall potential.

Academic Impact and Social Contribution. The academic impact of this method is also significant, as the implementation of Discovery Learning not only enhances students' conceptual understanding but also fosters the development of cognitive and analytical skills. The observed increase in learning motivation, both quantitatively and qualitatively, demonstrates that this method effectively creates a dynamic learning environment, which in turn contributes to improved student academic achievement (Putra, 2021; Nugroho, 2022).

Beyond academic benefits, the social contributions of this method are also highly evident. By fostering stronger character development through a deeper understanding of religious values, students are not only prepared for academic success but also encouraged to take an active role in society. This learning approach supports the formation of individuals who are critical thinkers, creative, and socially aware, enabling them to make positive contributions to the overall development of the community.

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