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Improving Learning Outcomes in Islamic Religious Education Using the Discovery Learning Model on the Topic of Asmaul Husna in Grade IV at SDN No. 100203 Sihuik Huik

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Abstract:

This study aims to improve learning outcomes in Islamic Religious Education (PAI) on the topic of Asmaul Husna through the application of the Discovery Learning model in Grade IV at SDN No. 100203 Sihuik Huik. The research method used is Classroom Action Research (CAR), conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. The research subjects were 14 fourth-grade students. Data was collected through observation, tests, and documentation. The research results showed a significant improvement in students' learning outcomes after implementing the Discovery Learning model. In the first cycle, the students' average test score reached 70, and in the second cycle, it increased to 85. Additionally, students' engagement in learning also improved, as reflected in their more active and enthusiastic participation in the learning process. Based on these findings, it can be concluded that implementing the Discovery Learning model can enhance learning outcomes in Islamic Religious Education on the topic of Asmaul Husna in Grade IV at SDN No. 100203 Sihuik Huik. Therefore, it is recommended that teachers use more interactive and inquiry-based learning models to improve the quality of education and student achievement.

Keywords: Learning Outcomen Improvement, Islamic Religius Education, Discovery Learniang, Classroom Action Research, Asmaul Husna, Al Ar Razaq, Grade 3, Islamic Education, SDN 087981 Sibolga

INTRODUCTION

Islamic Religious Education (PAI) is one of the essential subjects in the Indonesian education curriculum, particularly in elementary schools. Through PAI, students are expected to recognize and understand Islamic values that can be applied in daily life. One of the topics taught in PAI is *Asmaul Husna*, the 99 beautiful names of Allah (SWT), each carrying its own meaning and significance. Learning *Asmaul Husna* aims to enhance students' understanding and appreciation of Allah's attributes while strengthening their faith and devotion (*iman* and *taqwa*). However, in reality, many students struggle to understand and memorize the names of *Asmaul Husna* along with their meanings. This is due to a lack of motivation and active engagement in the learning process. One of the factors contributing to students' low comprehension is the use of less engaging teaching

approaches that do not provide enough opportunities for students to actively explore information. To address this issue, innovation in teaching methods is needed to increase student engagement and motivation.

One effective learning model that can enhance learning outcomes is the Discovery Learning model. This model emphasizes active student participation in the learning process through self-discovery. By using this approach, students are expected to gain a deeper understanding of the material and develop critical thinking skills. This study aims to examine the application of the Discovery Learning model in PAI lessons on the topic of *Asmaul Husna* in Grade IV at SDN No. 100203 Sihuik Huik. The primary focus of this research is to determine whether the implementation of the Discovery Learning model can improve students' learning outcomes in *Asmaul Husna*. It is hoped that this study will contribute to the development of more effective teaching methods to enhance the quality of PAI learning in elementary schools.

METHODS

This study uses a Classroom Action Research (CAR) approach, aiming to improve students' learning outcomes in Islamic Religious Education (PAI) by implementing the Discovery Learning model on the topic of *Asmaul Husna* in Grade IV at SDN No. 100203 Sihuik Huik. The research was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection.

RESULTS

Based on data analysis, this study found several key findings regarding the application of the Discovery Learning model in teaching *Asmaul Husna* to fourth-grade students at SDN 100203 Sihuik Huik**.** First, students' learning outcomes significantly improved, as seen in the increase in their average test scores from pre-test to post-test. The N-Gain **Score** analysis showed moderate to high improvement, and more students met the Minimum Mastery Criteria (KKM) after applying this model. Second, student engagement and participation increased. They became more active in observing, questioning, reasoning, experimenting, and discussing their findings, which boosted their curiosity and enthusiasm for learning. Third, the teacher acted as a facilitator**,** guiding students through thought-provoking questions rather than simply delivering material. However, this required the teacher to be more creative in designing lessons. Fourth, some students faced challenges in understanding concepts without clear guidance, and those unfamiliar with active learning needed time to adapt. This was addressed by providing additional support and using engaging learning media. Lastly, Discovery Learning helped students not only memorize Asmaul Husna but also deeply understand its meanings and relate them to daily life, making learning more meaningful.

Observed Aspects	Observation Results
Teacher's role in learning	Acts as a facilitator, not just a material provider.
Use of learning media	Uses images, stories, and interactive discussions.
Use of guiding questions	Frequently asked to stimulate students' critical thinking.
Student guidance	Intensive, especially for students experiencing difficulties.

This study presents an overview of research data on improving student learning outcomes through the Discovery Learning model in the *Asmaul Husna* material for Grade IV at SDN 100203 Sihuik Huik. The findings show a significant increase in students' post-test scores compared to their pre-test scores, with most students achieving moderate to high improvement based on the N-Gain Score. Students also became more active, enthusiastic, and better understood the meaning of *Asmaul Husna*, as the Discovery Learning model encouraged critical and independent thinking. The teacher's role shifted

from being just an information provider to a facilitator, guiding students through interactive media, discussions, and thought-provoking questions. The use of engaging teaching methods helped improve students' understanding and overaI learning

CONCLUSION

The results of this study show that the Discovery Learning model is effective in improving students' learning outcomes in the *Asmaul Husna* material. Students became more active, enthusiastic, and gained a deeper understanding of the subject. Although there were challenges in its implementation, the benefits far outweighed them, making this model a viable alternative for Islamic Education learning.

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