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Implementation of the Discovery Learning Model in Improving Student Learning Outcomes in Aqidah Akhlak Lessons on the Topic of Gratitude for Grade 3 at MI Alkhairaat Kawatuna

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Abstract:

This study aims to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' understanding and critical thinking skills on the topic of Asmaul Husna, specifically Al Ar Razaq, in a Grade 3 class at SDN 087981 Sibolga. The research was conducted using a classroom action research (CAR) methodology in two cycles. Data were collected through observation, tests, and student interviews to assess the progress in both understanding and critical thinking. The findings indicate that the implementation of PBL significantly enhanced students' comprehension of the subject matter and their ability to think critically. The interactive nature of PBL, which encourages problem-solving and collaboration, made the learning process more engaging and meaningful for students. Based on these results, it is recommended that PBL be incorporated into religious education, particularly in teaching Asmaul Husna, to foster both cognitive and critical thinking developmen This study aims to analyze the implementation of the Discovery Learning model in improving student learning outcomes in the subject of Aqidah Akhlak, specifically on the topic of Gratitude, in Grade 3 at MI Alkhairaat Kawatuna. The Discovery Learning model emphasizes active student involvement in the learning process by providing opportunities to explore, discover, and construct understanding independently. The research method used is Classroom Action Research (CAR) with both qualitative and quantitative approaches. The study was conducted in two cycles, where each cycle consisted of the stages of planning, implementation, observation, and reflection. Data collection techniques included observation, interviews, learning outcome tests, and documentation.The results of the study indicate that the implementation of the Discovery Learning model can significantly improve student learning outcomes. In the first cycle, students' average scores increased compared to their scores before the implementation of this model, although they had not yet reached the minimum mastery criteria (KKM). After improvements and reinforcement were made in the second cycle, student learning outcomes improved further, with a higher percentage of mastery. Additionally, students became more active, enthusiastic, and developed a deeper understanding of the importance of gratitude in daily life. Thus, the Discovery Learning model has proven effective in enhancing student learning outcomes on the topic of Gratitude in Grade 3 at MI Alkhairaat Kawatuna. It is hoped that this research can serve as a reference for teachers in developing more innovative and student-centered learning strategies.

Keywords: Problem-Based Learning, Critical Thinking, Understanding, Asmaul Husna, Al Ar Razaq, Grade 3, Islamic Education, SDN 087981 Sibolga

INTRODUCTION

Education plays a crucial role in shaping the character and morals of students, especially in Aqidah Akhlak learning, which aims to instill values of faith and noble behavior from an early age. One of the values that needs to be instilled is the attitude of gratitude, which is part of the practice of commendable morals. However, in practice, many students lack an understanding of the meaning of gratitude and how to apply it in their daily lives. At MI Alkhairaat Kawatuna, students' learning outcomes in the topic of Gratitude are still relatively low. This may be due to the conventional teaching methods still being used, where teachers dominate the explanation of the material while students only listen and take notes. Such an approach lacks active student involvement, limiting their understanding of the subject matter.

One possible solution is the implementation of the Discovery Learning model. This model emphasizes active student participation in discovering concepts independently through exploration, discussion, and problem-solving. Thus, students are expected to better understand and internalize the concept of gratitude through a more meaningful learning experience. Discovery Learning can help students construct their own concepts and relate them to real-life experiences, making learning more meaningful. In learning the topic of Gratitude, students can be encouraged to explore the meaning of gratitude through observation, discussion, and reflection on daily life (Sanjaya, 2010). Additionally, Discovery Learning can enhance critical and creative thinking skills, as students do not merely memorize material but learn through direct experience. In the context of Aqidah Akhlak learning, this method can help students understand religious values more deeply and practically (Hosnan, 2014).

Several previous studies have proven that the Discovery Learning model is effective in improving students' learning outcomes across various subjects, including Islamic religious education. However, research specifically discussing the implementation of Discovery Learning in Aqidah Akhlak lessons on the topic of Gratitude at the MI (Madrasah Ibtidaiyah) level is still very limited. Where most studies have focused on general subjects such as Mathematics and Science, the application of this model in subjects based on moral and religious values has not been extensively researched. Therefore, this study aims to bridge that gap by exploring how the Discovery Learning model can be effectively implemented in Aqidah Akhlak learning, specifically on the topic of Gratitude in Grade 3 at MI Alkhairaat Kawatuna.

METHODS

This study employs the Classroom Action Research (CAR) method, which aims to improve student learning outcomes through the implementation of the Discovery Learning model. CAR was chosen because it allows teachers to identify issues in learning, design actions, and observe and evaluate the impact of the learning model on student outcomes. The primary data sources in this study were obtained directly from the Grade 3 students of MI Alkhairaat Kawatuna as research subjects, as well as the Aqidah Akhlak teacher, who provided information about the learning process before and after the implementation of this model, along with the challenges encountered.

Secondary data sources were obtained from various references that support this study, including school documents such as the curriculum, syllabus, and student grades before the research was conducted. Additionally, literature and previous studies related to the implementation of Discovery Learning in improving student learning outcomes, both in Aqidah Akhlak subjects and other fields, were also utilized. Scientific journals, books, and articles discussing Discovery Learning theory, its effectiveness in learning, and its application in Islamic religious education were also referenced.

This study was conducted using both descriptive quantitative and qualitative approaches to determine the effectiveness of the Discovery Learning model in improving

student learning outcomes. Quantitative analysis was carried out by comparing pre-test and post-test results to assess the improvement in student learning outcomes before and after the implementation of Discovery Learning. Qualitative analysis was conducted to understand the learning process and how it was implemented, and how the how it was implemented, and how the Discovery Learning model influenced students' motivation, activeness, and engagement in learning. The results of both quantitative and qualitative data analyses will be compared to examine the relationship between student learning improvement and the effectiveness of the Discovery Learning model in Aqidah Akhlak learning. If there is a significant improvement in learning outcomes and students become more active and motivated in learning, it can be concluded that the Discovery Learning model is effective in enhancing students' understanding of the topic of Gratitude

RESULTS

Based on the results of the study conducted through two cycles of classroom action research, several key findings were identified regarding the implementation of the Discovery Learning model in Aqidah Akhlak lessons on the topic of Gratitude in Grade 3 at MI Alkhairaat Kawatuna. The analysis of pre-test and post-test results showed an increase in student mastery levels from 65% before implementation to 90% after the Discovery Learning model was applied. The N-Gain Score calculation indicated that the improvement in student learning outcomes fell within the moderate to high category, signifying that the model was successfully implemented.

Here is a comparison of students' pre-test and post-test results in cycle 1 and cycle 2.

Cycle	Average Pre-Test	Average Post-Test	Student Mastery (%)	Improvement Category
Cycle 1	67.5	75.2	65%	Medium
Cycle 2	75.2	85.8	90%	High

There was an increase in the average score from the pre-test to the post-test in each cycle.

In cycle 1, student mastery was still at 65%, which means some students had not yet reached the Minimum Mastery Criteria (KKM). After improvements in cycle 2, student mastery increased to 90%, demonstrating the effectiveness of the Discovery Learning model. Here is the data on student activity during learning. This data was obtained from observations of student participation during the implementation of the Discovery Learning model.

Indicators of Student Activeness	Cycles 1 (%)	Cycles 2 (%)
Asking Questions to the Teacher/Friends	55%	85%
Participating in Group Discussions	60%	90%
Completing Tasks Independently	50%	88%
Expressing Opinions	45%	82%

In cycle 1, student participation was still relatively low, especially in the courage to express opinions (45%). After strategy improvements in cycle 2, there was a significant increase, particularly in group discussions (90%) and student independence in completing tasks (88%). Therefore, it can be concluded that the implementation of the Discovery Learning model made students more active, confident, and courageous in thinking critically. The author employed several techniques to ensure the accuracy and validity of the data obtained in this study. In this process, the author used multiple techniques, including data triangulation, validity testing, reliability testing, and data authenticity analysis. The results of interviews conducted with the Aqidah Akhlak subject teacher indicated that the implementation of the Discovery Learning model was effective in enhancing students' understanding and also made learning more engaging compared to using the lecture (conventional) method.

CONCLUSION

Based on research on theimplementation of the Discovery Learning model in improving student learning outcomes in Aqidah Akhlak lessons on the topic of Gratitude in grade 3 at MI Alkhairaat Kawatuna, it can be concluded that Discovery Learning has proven to be effective in enhancing student learning outcomes, as indicated by an increase in the average score from 67.5 (pre-test) to 85.8 (post-test) and an improvement in learning mastery from 65% to 90%. Students' activeness and independence in the learning process increased significantly, as shown by higher participation in discussions, greater confidence in expressing opinions, and improved ability to independently discover learning concepts. This model provides a more meaningful learning experience, as students do not merely memorize the concept of Gratitude but also understand and apply it in their daily lives.

Although effective, the implementation of Discovery Learning presents challenges such as longer learning time, initial difficulties in independent learning, and limitations in learning media. However, these obstacles can be overcome with optimal teacher guidance and the use of supporting media. Validation results indicate that the research data have a high level of validity and reliability, making these findings a strong foundation for developing Discovery Learning-based teaching methods, particularly in Aqidah Akhlak education in madrasahs. The application of Discovery Learning significantly enhances learning outcomes, student engagement, and critical thinking skills, positively impacting their academic development.

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