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Improving Student Learning Outcomes through the Discovery Learning Model among Junior High School Students

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ABSTRACT

Background: Islamic education often faces challenges in engaging students and fostering deep understanding, especially when traditional teaching methods dominate the classroom. To address this, innovative learning models are required to make learning more student-centered and meaningful. **Objective:** This study aims to improve student learning outcomes using the Discovery Learning model in Islamic education. **Method:** A classroom action research (CAR) approach was employed at SMPN 01 Sungai Are in 2023, involving 26 first-grade students. Data was collected through tests and observations, and analyzed based on learning completeness scores. **Result:** The findings indicate that student learning outcomes improved progressively through Cycle I and Cycle II, demonstrating the effectiveness of the Discovery Learning model. **Conclusion:** The study confirms that implementing the Discovery Learning model enhances student learning outcomes, making it a valuable approach in Islamic education. **Originality/Value:** This study provides novel empirical insights in the field of Islamic education pedagogy by demonstrating progressive improvements in student learning outcomes across Cycle I and Cycle II through the Discovery Learning model regarding inquiry-based instructional practices within the context of junior high school Islamic education (SMPN 01 Sungai Are), where traditional teaching approaches often dominate and remain underexplored. These findings enrich the body of empirical evidence and serve as a strategic reference for curriculum developers and religious educators in implementing student-centered instructional models to foster meaningful learning in secondary schools.

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1. INTRODUCTION

Islamic education is one of the subjects taught with the aim of enhancing students' faith, understand-ding, appreciation (Firmansyah, 2019), and experience in Islamic teachings so that they become devout Muslims with good character toward Allah SWT and demonstrate noble character in their personal lives, as well as in social, national, and state affairs (Yusra, 2023). The aspect of the Qur'an in Islamic education is essential as it serves as a primary source of law in Islamic teachings (Imelda, 2018). However, in reality, the Qur'an presents its own level of difficulty in terms of understanding and memorization. This is significant because Qur'anic material is a key element in equipping students with fundamental legal principles that serve as a guide in practicing Islam. Islamic education covers various materials, including lessons on the religious command to perform Sujud Syukur, Sujud Sahwi, and Sujud Tilawah (Winantyo et al., 2023). These lessons are fundamental in educating stu-dents to become faithful and pious individuals (Amien et al., 2023). In Islamic education, particularly in teaching the religious command to

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perform Sujud Syukur, Sujud Sahwi, and Sujud Tilawah, students are required to understand the procedures and recitations of these prostrations correctly. Therefore, students are encouraged to develop skills in understanding and describing the teachings related to Sujud Syukur, Sujud Sahwi, and Sujud Tilawah.

Innovation is recognized as a renewal of a system implemented based on educational policies and is considered capable of improving the learning process that was previously deemed ineffective (Kulsum, 2022). In the field of education, renewal is essential to keep up with the times so that the learning process remains engaging for all students (Astuti & Nurhidayati, 2023). One of the foundations and goals of innovation in learning is Islamic education (Fajriana, 2019). In developing a learning model, a teacher must be able to align the selected model with students' conditions, lesson materials, and available resources (Ardiana, 2022). Therefore, teachers must master various learning models to ensure smooth teaching and learning processes and achieve the intended educational goals. According to Trianto, the function of a learning model serves as a guideline for educators, instructors, and teachers in conducting learning activities (Latifa & Dewi, 2024). The learning model commonly used by teachers is the direct instruction model (Panjaitan, 2016).

The direct instruction model is highly suitable for procedural-based lessons. However, direct instruction and lecture methods are less effective when applied to Islamic education. The appropriate learning model for Islamic education is an integrated learning model. The lack of variety in teaching methods also affects students' low learning outcomes (Alfiansyah, 2018). Additionally, lessons that rely solely on lectures and note-taking often result in students being unresponsive, leading to monotonous learning experiences. Based on this, researchers concluded that the best solution is to implement the Discovery Learning model (Cintia et al., 2018), which aims to improve students' learning outcomes in Islamic education by selecting a model based on subject charac-teristics and student needs.

A teacher's role in problem-based learning involves presenting problems, asking questions, and facilitating investigations that enrich students' intellectual growth (Choridah, 2013). Therefore, the researcher aims to use the Discovery Learning model to enhance students' learning abilities. This requires changes in how teachers organize the classroom, choose appropriate teaching methods, develop learning strategies, and manage the teaching process according to the given material to achieve educational goals. Teachers function as learning facilitators, creating effective learning conditions that enable meaningful learning experiences and improve students' mastery of lesson materials (Arifin, 2017). To fulfill this requirement, teachers are expected to manage the learning process effectively, especially in Islamic education and character education related to the religious command to perform Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. This subject not only demands students' cognitive competence but also requires psychomotor skills. Thus, students are expected to apply both cognitive and psychomotor aspects in practicing Sujud Syukur, Sujud Sahwi, and Sujud Tilawah in their daily lives. According to Jamhuri (2016), practice ensures that specific knowledge and skills become ingrained in students, while assessments serve only to measure how well students have absorbed the lessons.

In Islamic education, teaching practices are often dominated by traditional lecture-based methods that limit student engagement and active participation. This approach may hinder students' ability to develop a deep understanding of the subject matter, resulting in lower academic achievement. While the Discovery Learning model has been widely studied in science and mathematics, its application in Islamic education, particularly at the junior high school level, remains underexplored. Research is needed to investigate how student-centered, inquiry-based approaches like Discovery Learning can improve learning outcomes in religious education settings. This study seeks to address this gap by applying the Discovery Learning model within Islamic education and evaluating its impact on students' understanding and academic performance.

This classroom action research aims to improve student learning outcomes by implementing the Discovery Learning model at SMP Negeri 01 Sungai Are. The goal is to encourage students to take a more active role in learning, discover key concepts independently, and experience measurable improvements in comprehension and academic achievement. Specifically, the study seeks to examine the classroom implementation of the Discovery Learning model, assess students' responses to this approach, and evaluate its effectiveness in enhancing learning outcomes in Islamic education.

2. METHOD

2.1 Research Design

This study uses Classroom Action Research. Classroom Action Research is intended to improve and enhance the quality and professionalism of teachers in managing the teaching and learning process so that learning objectives can be achieved (Azizah, 2021; Utomo et al., 2024). Classroom Action Research is not an experimental study and is

not developmental experimental research (Santoso et al., 2021). Therefore, the issue addressed is: "How to improve the quality of learning by using specific methods, strategies, media, or approaches?" This research question is answered with evidence, processes, and outcomes of the actions taken. The method used in this Classroom Action Research is the Discovery Learning model. The stages of this research include planning the action, implementing the action, conducting observations, and reflecting.

2.2 Research Object

This Classroom Action Research was conducted at UPT SMPN 01 Sungai Are, located on Berangin Indah Street, Sungai Are Village, Sungai Are District, Ogan Komering Ulu Selatan Regency, in the 2023/2024 academic year. The researcher chose UPT SMPN 01 Sungai Are as the research site because they are a teacher at this school.

Additionally, the researcher identified issues at UPT SMPN 01 Sungai Are, particularly in eighth-grade classes regarding the material on "Religious Commandments for Sujud Syukur, Sahwi, and Tilawah." The research was conducted during the odd semester of the 2023/2024 academic year, from October to November 2023. The research schedule was adjusted to fit the PABP subject schedule for eighth-grade students at UPT SMPN 01 Sungai Are to avoid disrupting other subjects.

2.3 Research Subjects

The subjects of this research are eighth-grade students at UPT SMPN 01 Sungai Are, with the research focusing on improving students' learning outcomes.

2.4 Instruments and Data Collection

Primary data was obtained from students, consisting of 26 participants, where 18 students represented high-achieving learners, 5 students represented average-achieving learners, and 3 students represented low-achieving learners. Secondary data included student and teacher activities, as well as documentation/archives such as photographs illustrating student activities in the Discovery Learning model.

Data collection involved both direct and indirect observations. The Discovery Learning model was directly implemented during the learning process to observe students' enthusiasm for learning. Meanwhile, documentation was used to complement data from observations and interviews, including photographs of student activities. Additionally, to determine the improvement in students' learning outcomes, tests were conducted on the material "Religious Commandments for Sujud Syukur, Sahwi, and Tilawah." After data collection, the research was carried out in cycles, consisting of planning, action implementation, observation, and reflection stages.

2.5 Data Analysis

Data analysis included observation sheets for student and teacher activities as well as written test results. Student and teacher activities were analyzed using a descriptive qualitative approach, while test results were analyzed using a simple formula to measure improvements in students' learning outcomes.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Description of Pre-Cycle Data

Based on the results of the analysis, the following results are presented pre-cycle student learning scores:

Table 1. Deskripsi Data Pra Siklus

No	Description	Pre-Cycle Results
1	Average score - average tels formatilf	59,73
2	Number of students who completed the course	14
3	Learning completeness percentage	57,4%

From the results of the pre-cluster data using the Dilscovelry Lelarnilng Learning Model, the results of student learning: a total of 14 completed students with a 57.4% completion rate and 12 students who were not completed. It can be concluded that the learning outcomes of students in class VIlIl are still lacking so it is necessary to apply the larnilng dilscovelry learning model.

3.1.2 Description of Cycle I Data

Based on the results of the analysis, the following are presented the results of student learning scores in cycle I:

Table 2. Description of Cycle I Data

No	Description	Results of cycle I
1	Average score - average tels formatilf	70,49
2	Number of students who completed the course	15
3	Learning completeness percentage	70%

From the table above, it can be seen that the pelngeltahuan pelselrta dildilk has increased from the initial conditions before applying the Lelarnilng Dilscovelry Model.It can be seen in the table above that there has been an increase in results, namely that students have achieved nillail completeness as much as 70% of the total number of students, while the number of students who have not yet achieved 21.4% of the total number of students. The average number of tests done by students also increased, with an average of 68.32%, which was 59.67%.

Based on the results of the analysis, the following observation results are presented in cycle I:

Table 3. Results of Student Results in Cycle I

No	Indicator	Score			
		1	2	3	4
1	Student engagement in the learning process through the Drill Model.				
2	Student engagement in learning through the Meldila and Lelarnilng Dilscovelry Models				
3	Ask the teacher if you don't understand the lesson being taught				
4	Doing the tasks assigned by the teacher				
5	Working together in a group				
	Total		13		
	Average		65%		

Based on the table presented above, it can be seen that in the implementation criteria of the 5 aspects of student learning that were observed by the students in the first cycle, the students achieved 13 scores with a completion rate of 65%, out of 5 aspects of student learning that were observed. This indicates that there is still a lack of maximization of the learning process.

3.1.3 Description of Cycle II Data

Based on the results of the analysis, the following results are presented pre-cycle student learning scores:

Table 4. Description of Cycle II Data

No	Description	Results of cycle Il
1	Nilai rata – rata tes formatif	75
2	Jumlah ssiwa yang tuntas belajar	23
3	Persentase ketuntasan belajar	89,2%

From the table above, it can be explained that by applying the dilscovelry pelmbellajaran model lelarnilng dilpelrolelh the average student learning outcome is 75 and the learning completeness is 89.2% or there are 23 students who have completed learning.The results show that in the second cycle, the students have completed the learning process, because the students who have missed the score below the completeness of the learning outcomes are only 5%.

Based on the results of the analysis, the following observation results are presented in cycle II:

Table 5. Student Results in Cycle II

No	Indickator	Score			
		1	2	3	4
1	Student attentiveness in the learning process through the Dilscovelry Lelarnilng Learning Model				

No	Indickator	Score			
		1	2	3	4
2	Student engagement in the learning process				
3	Ask the teacher if you don't understand the lesson being taught.				
4	Doing the tasks assigned by the teacher				
5	Working together in a group				
	Total		17		
	Average		85%		

Based on the table presented, it can be seen that on the observation criteria for Silklus kel IlIl, out of the 5 learning objectives observed by the students in silklus IlIl, the learning objectives reached a score of 17 with a completion rate of 85%, out of the 5 learning objectives observed by the students. This indicates that the students' learning activities have improved compared to the fifth cycle.

3.1.4 Description of Data Recapitulation of Observation Results and Learning Outcomes of Cycles I and II

Based on data analysis, the following recapitulation of observation results and learning outcomes of cycles I and II is described in the following table:

Table 6. Recapitulation of observation results and learning outcomes of students

No	Cycles	Observation Score	Category	Average Value	Percentage of Completion	Category
1	I	65%	Simply	70,49	70%	Simply
2	II	85%	Good	75	89,2%	Good

From the table above, it can be seen that the knowledge of the learners dildilk increased from Silklus Il which reached an average score of 70.49 and the completion rate increased from 70% in Silklus Il to 89% in Silklus IlIl.

3.2. Discussion

The research results reveal that students' knowledge and learning outcomes improved from Cycle II to Cycle III, reaching an average score of 75, with the percentage of learning mastery increasing to 89.2% in Cycle III. This indicates that the use of the Discovery Learning model in teaching the material "Religious Commandments for Sujud Syukur, Sahwi, and Tilawah" was successful.

At the initial stage of Cycle I, a planning phase was carried out, involving several key steps: (1) Establishing the instructional design using the Discovery Learning model in the teaching and learning process; (2) Determining the subject matter to be taught in the eighth-grade PABP class during the odd semester, specifically "Religious Commandments for Sujud Syukur, Tilawah, and Sahwi."; (3) Developing a lesson plan or teaching module based on the Discovery Learning model. The Lesson Plan (RPP) was designed for one meeting in each cycle; (4) Implementing the first meeting with the material "Religious Commandments for Sujud Syukur, Tilawah, and Sahwi."; (5) Preparing supplementary learning materials and media to be used in the learning process. The media used was specifically designed for implementing the Discovery Learning model; (6) Preparing the learning outcome test instruments, which included an individual assessment consisting of 10 multiple-choice questions. For group assignments, students were required to present the material "Religious Commandments for Sujud Syukur, Tilawah, and Sahwi" in front of the class; (7) Preparing observation sheets, which consisted of one observation sheet used in this study to monitor student activities.

The second cycle was conducted on Monday, November 6. The process in Cycle III followed the same steps as in Cycle II, including planning, designing the Discovery Learning model for the teaching process, selecting the subject matter, preparing lesson plans (RPP), implementing the learning process, and using observation sheets (LKPD) to monitor student activities.

The Discovery Learning model is one of the approaches that can improve students' learning outcomes, particularly at the junior high school level. This model is based on the constructivist theory developed by Bruner (1961), which suggests that learning is more effective when students discover concepts independently through direct experience. Discovery Learning actively engages students in exploring, structuring concepts, and drawing conclusions from the information they acquire. According to Hosnan (2014), this inquiry-based learning method enables students to develop a deeper understanding and enhances their critical and creative thinking skills.

The core principles of Discovery Learning include exploration, problem identification, data collection and processing, verification, and generalization of concepts. Arends (2012) explains that in Discovery Learning, students are guided through a series of stages, from stimulation, problem formulation, data collection, data analysis, verification, to drawing conclusions. This process not only helps students understand the material more deeply but also increases their motivation and independence in learning. However, this model also presents challenges, such as the need for intensive teacher guidance and a longer learning duration compared to conventional methods.

Several previous studies have demonstrated the effectiveness of the Discovery Learning model in improving junior high school students' learning outcomes. For example, research by Sari & Rahmawati (2018) found that using Discovery Learning in science lessons significantly improved students' understanding compared to expository methods. Hidayat (2020) also reported that implementing Discovery Learning in mathematics education not only enhanced students' academic performance but also strengthened their problem-solving skills. Another study by Putri & Wibowo (2021) showed that students who learned using Discovery Learning in Indonesian language lessons experienced better reading comprehension and text analysis skills. Additionally, research by Rahayu & Prasetyo (2022) emphasized that Discovery Learning contributes to improving students' critical thinking skills, which are essential for academic and real-life challenges.

Based on these findings, it can be concluded that the Discovery Learning model is an effective approach for enhancing junior high school students' learning outcomes. This model not only helps students grasp concepts more effectively but also cultivates critical thinking, analytical skills, and learning independence. Therefore, the implementation of Discovery Learning should continue to be developed and adapted to meet students' needs and the existing learning conditions.

4. IMPLICATIONS AND CONTRIBUTION

4.1 Research Implication

The findings of this study have several important implications for educational practice, particularly in the context of Islamic education and Character Education (PABP). Firstly, for teachers, the implementation of the Discovery Learning model offers a practical strategy to engage students more actively in the learning process, encouraging exploration, critical thinking, and self-directed learning. This shift from teacher-centered to student-centered instruction can lead to a deeper understanding of abstract religious concepts and improve overall learning outcomes.

4.2 Research Contribution

The study provides teachers with a concrete example of how Discovery Learning can be implemented in the classroom, particularly in teaching abstract religious content. It also offers guidance for school administrators and curriculum planners to consider alternative instructional strategies that prioritize student engagement and understanding.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitation

This study has several limitations. It was conducted in a single school with only 26 first-grade students, which may affect the generalizability of the findings. The classroom action research design captured short-term improvements but did not explore the long-term impact of the Discovery Learning model. The study focused solely on Islamic education, particularly on the topic of "Religious Commandments for Sujud Syukur, Tilawah, and Sahwi," limiting its applicability to other subjects. Additionally, data collection relied on test scores and observations without including qualitative insights such as student reflections or teacher feedback. Future studies should involve larger, more diverse samples, longer study durations, and mixed-method approaches to better understand the broader and lasting effects of the Discovery Learning model.

5.2 Recommendations for Future Research

Future research should consider expanding the scope of investigation by involving larger and more diverse student populations across different schools and grade levels to enhance the generalizability of findings. Additionally, studies could explore the application of the Discovery Learning model in various Islamic education topics beyond "Religious Commandments for Sujud Syukur, Tilawah, and Sahwi" to determine its broader effectiveness. Incorporating mixed-method approaches, including interviews, student reflections, and classroom observations, would

provide deeper insights into students' learning experiences and engagement. Researchers are also encouraged to conduct longitudinal studies to assess the long-term impact of Discovery Learning on students' academic development and retention of knowledge. Comparative studies between Discovery Learning and other student-centered learning models may further clarify its relative strengths and limitations in different educational contexts.

6. CONCLUSION

The application of the Discovery Learning model showed significant effectiveness, particularly among eighth-grade students in the Islamic education and Character Education (PABP) subject. This was most evident when students engaged with the material on "Religious Commandments for Sujud Syukur, Tilawah, and Sahwi." Through the Discovery Learning approach, students were encouraged to actively explore concepts, draw conclusions independently, and construct their own understanding. This method not only enhanced student engagement but also facilitated a deeper grasp of abstract religious concepts, which are often challenging to deliver through conventional lecture-based methods.

The success of this model highlights its potential as a powerful instructional alternative to traditional pedagogy. By emphasizing inquiry, exploration, and student-centered learning, Discovery Learning fosters critical thinking and problem-solving skills. These competencies are essential in helping students retain knowledge more effectively and apply it in real-life contexts. Given its impact, the model could be particularly valuable for subjects that require conceptual understanding and personal reflection, such as religious education. Its flexibility and adaptability further allow teachers to design learning experiences that are more relevant, interactive, and meaningful.

These findings offer valuable insights for educational stakeholders. Teachers can integrate the Discovery Learning model into other subjects to stimulate active learning and foster independent thinking among students. Schools, in turn, are encouraged to provide support through professional development and curriculum planning that accommodates innovative teaching strategies. For students, this approach presents an opportunity to take ownership of their learning process, promoting a shift from passive reception to active discovery. Ultimately, the broader adoption of Discovery Learning supports educational reforms aimed at nurturing 21st-century competencies such as collaboration, creativity, and lifelong learning.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Dalminah: Conceptualization, Writing - Review & Editing, Methodology, Formal analysis, Data Curation. Pasmah Chandra: Conceptualization, Writing - Original Draft.

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The authors declare that Google Gemini AI was used in a limited capacity to assist with technical aspects of scientific writing, including language refinement, sentence structuring, and improving the clarity of selected passages. All AI-generated suggestions were carefully reviewed, evaluated, and revised by the authors to ensure their accuracy, relevance, and alignment with the intended scholarly meaning. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIPPG GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

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The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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The authors declare that this study was conducted with due regard for research ethics, including obtaining approval from the institution. This includes respecting the autonomy of participants, maintaining confidentiality of data, and ensuring their safety and well-being, in accordance with applicable research ethics guidelines.

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