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Implementation of the *Discovery Learning* Model in Islamic Religious Education Subjects

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Abstract

This research aims to determine the implementation of appropriate learning models to enhance and stimulate students' active participation in learning Islamic Religious Education, both individually and in groups. One learning method that can be used to address this issue is the application of the Discovery Learning method. This study employs a descriptive qualitative approach, focusing on students and Islamic Religious Education teachers as the research subjects. The data sources in this research consist of primary and secondary data, obtained through observations, interviews, and documentation studies. Based on the findings, it is concluded that the Discovery Learning method can be effectively applied in Islamic Religious Education to enhance and stimulate students' active and critical thinking skills, ensuring that the learning process achieves the expected outcomes. Learning with the Discovery Learning method is designed to be as engaging and enjoyable as possible for students, encouraging them to play an active role in the learning process. Furthermore, this method provides students with the opportunity to discover, process, and independently map out learning content, enabling them to better understand and master the concepts being taught. This study contributes to the field of Islamic Religious Education by demonstrating that the Discovery Learning model effectively enhances

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student engagement, critical thinking, and independent learning. Based on qualitative analysis conducted at SMPN 1 Kadipaten Tasikmalaya, the findings provide empirical evidence that discovery based learning not only improves academic achievement but also fosters a more enjoyable and student-centered classroom environment.

Keywords: *Student Engagement, Discovery Learning, Islamic Religious Education*

A. Introduction

In the midst of rapid globalization, education is required to produce students who can think critically, creatively, and adaptively. Field observations reveal that Islamic Religious Education (IRE) learning in some schools still adopts a conventional approach, tending to be one-way and teacher centered (Annas et al., 2023; Sarwadi & Nashihin, 2023). This has resulted in low student learning outcomes that fail to meet the Minimum Competency Standards (KKM). At SMPN 1 Kadipaten, Tasikmalaya, data shows that many students are not actively participating in learning and tend to rely solely on memorization (Rusli, 2020). In fact, IRE teachers today are expected to be capable of applying diverse learning models that are aligned with students' development, interests, and talents (Dessutianti, 2022; Nasir & Karimah, 2023).

Previous research has widely explored the application of Discovery Learning in subjects such as science and mathematics, with results showing improved student cognitive achievement. For instance, Westwood found that discovery learning enhances students' investigative and reflective skills (Westwood, 2008). Similarly, Yundayani et al. confirmed that this model encourages curiosity, learning motivation, and lifelong learning skills (Yundayani et al., 2024). However, these studies have rarely examined the use of discovery learning in Islamic Religious Education, which involves not only cognitive aspects but also affective and spiritual dimensions.

The objective of this study is to explore the effectiveness of implementing the Discovery Learning model in Islamic Religious Education at SMPN 1 Kadipaten, Tasikmalaya. It aims to assess the extent to which this model can increase student engagement, independent learning, and internalization of Islamic values. Based on

preliminary observations, a research gap is identified: while Discovery Learning has been studied in general education contexts, its specific application in religious education remains under researched, despite its potential to foster meaningful and contextual learning.

The argument underlying this study is that Discovery Learning can serve as a strategic solution to address the issue of low student engagement and performance in IRE. Through this approach, students are encouraged to explore religious concepts actively via observation, discussion, and reflection. This aligns with constructivist theory, which posits that students construct knowledge through active interaction and experience (Rusman, 2017). Thus, the hypothesis (for quantitative research) is: "The implementation of Discovery Learning significantly improves student learning outcomes and engagement in Islamic Religious Education at SMPN 1 Kadipaten.

B. Methods

In this study, a descriptive qualitative approach is used, which is a type of research that describes phenomena or facts in the object being studied to take the essence of each phenomenon (Sugiyono, 2019). The object of this research focuses on students, teachers of Islamic Religious Education subjects. The data sources in this study are primary and secondary data. Primary data was taken through interviews and observations which included school principals, teachers of Islamic Religious Education subjects and students. The secondary data sources are taken from the Islamic Religious Education class IX k13 subject package book, scientific articles, and documentation that supports the data needed to discuss this research.

The data collection techniques are in the form of observations, interviews and documentation studies. Meanwhile, the data analysis technique uses data obtained from observations, interviews and documentation studies, then the data is processed by simplifying the existing data so that it is easy to understand. This process is a data processing process obtained through observation, interviews and documentation and then presented in the form of paragraphs (Ananda et al., 2022). The next process is to give the meaning of the explanation based on the data that has been obtained and

presented descriptively, then a conclusion is drawn. This study employed a descriptive qualitative approach involving 1 Islamic Religious Education teacher and 30 ninth-grade students at SMPN 1 Kadipaten Tasikmalaya as respondents. Data were collected through observations, interviews, and documentation. The analysis was conducted through data reduction, data display, and conclusion drawing, allowing the researchers to interpret findings inductively and present them descriptively based on the patterns and themes that emerged from the field data.

C. Result and Discussion

It contains (1) theories relevant to research. In this case, SMPN 1 Kadipaten Tasikmalaya Regency is the school chosen to be used as the object of research. After an interview with Mr. Toni Riswandi, a teacher of Islamic Religious Education, he explained that: The discovery learning learning model has a positive impact on improving student learning outcomes, this can further increase students' understanding and mastery related to the subject matter so that students get completeness in grades. Through the discovery learning model, learning is more fun, motivating students to be able to express their opinions through learning concepts. Students are given the opportunity to generate ideas or ideas to make it easier for students to learn independently. The existence of discovery learning adds to the enthusiasm of students in participating in the learning activity process because they feel that this method can make the learning atmosphere more fun and less saturated so that students can complete tasks effectively. From the increased learning outcomes, it will further increase the desire to learn continuously in students. This discovery learning model emphasizes more on learning experiences and is able to bring out ideas from each student, so that they themselves are actively involved in the learning process. Related to the material, it is presented in the form of questions and the provision of problems that must be solved. Thus, students gain more insight and knowledge.

According to the principal, in this case represented by the curriculum waka, he strongly agrees that all teachers try to use a variety of models in each learning process, one of which is this method, because discovery learning is in accordance with the learning objectives, namely a process of learning activities that not only emphasizes the

transfer of knowledge by teachers to students, but also provides stimulation to students to apply affective and psychomotor by actively involving them in the learning process. Students will gain new knowledge and train them to learn independently without depending on others, in the learning process and can independently discover related to the material studied. The results of interviews with several grade IX students also show evidence that they are very happy with this model, because they are given the freedom to find out for themselves what they want to know, so the use of cellphones and the internet is one of the mandatory things in every learning.

The results of interviews and observations revealed that the implementation of the Discovery Learning model in Islamic Religious Education classes fostered a more active, independent, and enjoyable learning environment. Students were more motivated to participate, think critically, and explore learning materials independently, often utilizing digital tools like smartphones and the internet during the process. Teachers noted an increase in student engagement and a deeper understanding of the subject matter. These findings align with Bruner's theory, which posits that meaningful learning occurs when students are actively involved in discovering concepts. The data supports this theoretical framework, as students were not only able to answer questions but also formulate hypotheses and draw conclusions through guided inquiry confirming that the model effectively bridges theoretical concepts with practical classroom experiences.

Concepts and Theoretical Foundations of Discovery Learning in the 2013 Curriculum

In Permendikbud No.22 of 2016 concerning process standards, the ministerial regulation states that there are 3 learning models that can be used in the implementation of the 2013 curriculum in schools, namely the learning model through discovery or known as discovery learning, problem-based learning model, and project-based learning model. The discovery learning model was first developed by Jerome Bruner, a psychologist who was born in New York in 1915. Bruner considers that learning discovery is actively done by humans and by itself gives the best results. Bruner suggested that learners should learn by actively participating with concepts and

principles so that they are encouraged to gain experience and conduct experiments that allow them to discover the concepts and principles themselves (Islam et al., 2020).

Hosnan's opinion, in his book entitled Scientific Approach in the Context of 21st Century Learning, states that discovery learning is a model to develop an active way of learning by discovering oneself, investigating oneself, then the results obtained will last a long time in memory. Through discovery learning, students can also learn to think analytically and try to solve problems on their own (Hosnan, 2014). Balim (Khasinah, 2021) revealed that Discovery Learning is a method that encourages learners to arrive at conclusions based on their own activities and observations. Correspondingly, Hammer (Hammer, 2020) It also mentions that Discovery Learning is a learning process that encourages students to arrive at a conclusion based on their own activities and observations. Furthermore, Effendi (Zairisma et al., 2020) and Anitah (Anitah, 2019) explained that Discovery Learning is a learning that involves students in problem-solving for the development of knowledge and skills.

In line with that, Schunk (Schunk, 2012) It is stated that Discovery Learning refers to the mastery of knowledge for oneself. From a number of opinions above, it can be concluded that the discovery learning process involves directing teachers to regulate activities carried out by students such as finding, processing, tracing and investigating (Rahmawati et al., 2021; Turwanto, 2023). Learners learn new knowledge relevant to a particular material or content and general skills such as formulating rules, testing hypotheses and gathering information.

Characteristics, Types, and Implications of Discovery Learning on Student Learning Activities

The discovery learning learning model is one of the more active learning activities, because there are a number of mental processes carried out by students (Rutonga, 2017). Not only learning more actively, but the discovery learning model indirectly makes students more creative and critical in thinking. Not to mention, this model is also able to make students more independent in looking for a conclusion or learning material. At some moments, classes that use the discovery learning model have experienced better learning outcomes compared to classes that use other learning

models (Prilliza et al., 2020). This happens because the discovery learning learning model is centered on students and not on teachers. Students are required and also given the opportunity to independently seek their knowledge so that teaching and learning activities seem more meaningful. Students also become more active during learning activities. Learning a language is also essentially learning to communicate, both orally and in writing (Erzad & Abid, 2023; Lustyantie et al., 2015).

The types of learning models are: first, guided discovery learning. In this type, the teacher will have an important role during learning. Teachers will provide guidance to students in each stage of activities during the learning process. So in this type, students will be guided by the teacher in investigating and finding the concept being studied. Second, free discovery learning, this type of model gives flexibility to students in carrying out the stages of their activities during learning. If you choose this type of model, then the teacher's task does not have to provide detailed guidance to students. Teachers can simply monitor and supervise every student's activity, and most importantly occasionally give suggestions if student activities start to go out of the learning context (Belajar & Achievement, 2018).

There are at least 3 characteristics of the discovery learning model that we can know and differentiate from other models, namely: a. Student centered. This feature shows that the discovery learning model provides opportunities for students to investigate, discover and solve problems independently. The role of teachers is more to provide guidance, direction and facilitator during learning. The rest of all learning activities are mostly carried out by students independently. b. There are exploration and problem-solving activities. Because in the setting of the activity is student-centered, in the learning process there will be many exploration activities carried out by students. This exploration activity is part of the problem solving process during learning. So in the discovery learning model, we will see students more actively exploring everything related to learning. c. There is an activity to associate the knowledge that students already have with new knowledge (Muhayati et al., 2023). This feature makes the discovery learning model able to produce more meaningful outputs. Students not only gain new knowledge, but are also directed to relate it to the knowledge they already

have, be it previous material knowledge or even experiences that students have experienced in daily life. Thus, students will acquire knowledge as a whole and not separated (Dan et al., 2018; Niken Ayu Mutiasari & Rusnilawati, 2022).

Steps to Implement the Discovery Learning Model

The syntax of the learning model will make the model have different characteristics from other learning models. For the syntax of discovery learning, there are 6 stages that must be done when this model is implemented in classroom learning, namely:

In the Discovery Learning model, the process begins with Stimulation, where teachers activate students' interest through engaging questions, videos, images, or direct observations related to the material. This phase is designed to spark curiosity and motivate students to begin independent investigations. Following this, the Problem Statement stage helps students identify and focus on a relevant problem to solve through their exploration, guiding them to refine their inquiry to match the subject matter.

In the Data Collection stage, students gather relevant information from various sources, such as experiments, literature, or interviews, to address the identified problem. This data is then processed in the Data Processing phase, where students analyze, categorize, and interpret the information, which allows them to test their hypotheses and find potential solutions.

The Verification stage follows, where students validate their hypotheses by connecting processed data to existing concepts or theories. This step is crucial for determining whether the findings align with established knowledge. Finally, in the Generalization stage, students draw conclusions from their investigations, making broader claims that apply to similar situations, based on their findings and data verification.

These six stages must of course be supervised by teachers. Teachers must be facilitators for students in each of their activities so that each stage can be directed and produce what is expected. If these six learning syntax steps are done well, the

characteristics of this model will be more visible (Annisa, 2021; Sugiana et al., 2025). According to Rizal, et al. in (Dari & Ahmad, 2020) states that the learning steps of Discovery Learning are as follows: 1. Stimulation, students are faced with something that can cause curiosity. 2. Problem identification, the teacher gives students the opportunity to identify as much as possible about the problem to create a hypothesis. 3. Data collection, students are given the opportunity by the teacher to collect as much relevant information as possible in order to prove the truth or not of the hypothesis. 4. Data processing, the activity of processing data/information found by students to be collected in the previous step. 5. Verification, proof is carried out between students and teachers with the aim that the learning process will run according to plan well. 6. Drawing conclusions (Generalization), drawing a conclusion by paying attention to the results of the evidence that has been obtained.

Advantages of Discovery Learning Learning Model

The discovery learning learning model in its application certainly has advantages that bring a positive influence on learning activities. According to Hosnan in (Dari & Ahmad, 2020) There are several advantages that the Discovery Learning model has in learning activities. These advantages include: 1. Improving students' ability to solve problems. 2. Strengthen the concept of students' confidence, because they gain the trust to be able to work with other students. 3. Encourage the involvement of students' activeness. 4. Make the learning situation more stimulating (Ambya et al., 2025). 5. Train students to be more independent. 6. Make students active in learning activities.

D. Conclusion

Based on the above explanation, it can be concluded that the Discovery Learning learning model is a model that can encourage students to think more critically in solving problems, play an active role in learning activities, and be independent in finding and finding learning materials. In addition, this model also develops students' creativity, while teachers act as facilitators in the learning process. The advantages of the Discovery Learning model include creating a comfortable learning atmosphere, reducing tension, improving problem-solving skills, and making students more active, independent, and

creative. Learning becomes more interesting and stimulates students' interest in learning.

With the implementation of the Discovery Learning model, it is hoped that students will be more motivated to study actively and improve their abilities in various aspects to achieve educational targets. This model also aims to develop students' thinking to be more active and critical. Learning with the Discovery Learning method is designed in a fun and interesting way so that students can play an active role during the learning process. In addition, this method provides opportunities for students to find, process, and map learning materials independently, so that they better understand and master the concepts they learn. The study contributes to educational practice by providing empirical evidence that Discovery Learning is not only suitable for general subjects but also highly effective in Islamic Religious Education. It supports the development of students' cognitive, affective, and psychomotor domains, while promoting student-centered learning and active participation in religious instruction.

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