



APPLICATION OF THE DISCOVERY LEARNING MODEL ASSISTED BY LEARNING VIDEO MEDIA IMPROVES ISLAMIC LEARNING OUTCOMES ELEMENTARY STUDENTS

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Abstract

This research was conducted to define the application of the *Discovery Learning* Model assisted by Learning Video Media to Improve Islamic Learning Outcomes. The background of this research is in the subject of Islamic Religious Education that teachers still rarely use the *discovery learning learning model* in learning so that students are not effective in following the learning process and when students are given assignments by the teacher, almost all students in the class cannot do the assignments given. so that symptoms or phenomena are found, especially in the subject of Islamic Religious Education . Learning does not use media that can attract students' attention and models that are not innovative according to students' characteristics, thus making students less active in participating in learning. This research aims to determine the improvement in Religious learning outcomes through the *discovery learning method assisted by Learning Video* media. The aim is to find out whether student learning outcomes have improved by implementing the *discovery learning model* in Islamic religious education subjects. This research uses a literary study method (*library research*) where the literature review aims to strengthen the analysis of the various sources used . Data collection for this research was carried out by browsing articles in reputable online journals using Google Scholar and documentation in the library. The results of this research are that the application of the *discovery learning learning model in Learning Video Media* can improve student learning outcomes. The conclusion of this journal is that the application of the Discovery Learning learning model assisted by video learning media is effective in improving student learning outcomes in Islamic Religious Education subjects. Teacher and student activity also increased during the two action cycles. The advice given is that teachers can utilize creative and innovative learning models based on the results of this research, and the results of this research can become the basis for further research in the field of Islamic religious education.

Keywords : Discovery learning model, islamic learning, elementary students

Introduction

In the Islamic perspective, education is intended to produce people who worship Him, and are able to carry out their duties as servants of Allah and Allah's caliphs on earth. These two aspects of the goal of Islamic education are expected to produce servants of Allah who are knowledgeable and skilled, with whom they can prosper the earth and provide benefits to all its inhabitants, which requires serious efforts to reform Islamic education in all its aspects, systematically, institutionally and planned, while maintaining the hanif and universal values and teachings of Islam. Religious education is defined as an activity that aims to form a religious human being and instill aqidah of faith, good deeds and good manners or morals to become a human being who is devoted to Allah SWT. Therefore, Religion Subjects are mandatory subjects in every school in Indonesia. (M. Basyiruddin Usman, 2002). Learning Islamic Religious Education is a field of study that contains Islamic religious teachings, which in general have been systematically arranged in Islamic sciences, which must be mastered by students at certain levels and

levels. Thus, what is meant by learning Islamic religious education is an effort to teach Muslim students about the teachings of the Islamic religion as arranged systematically in Islamic sciences. (Muhammad Jamil B, 2022). According to Munadi (2013), apart from choosing an interesting learning model, the use of learning media can also help increase students' interest in the learning process, and can influence student learning outcomes. One interesting learning media that can be used is technology-based learning media in the form of learning videos. Videos are audio visual because videos are equipped in the form of sound, images or animations that students can observe directly. The advantages of videos include that they can be played back to add clarity, develop students' thoughts and opinions, and can foster students' interest in learning about Islam. Based on the researcher's initial observations, it can be seen in the learning process in the subject of Islamic Religious Education that teachers still rarely use the discovery learning learning model in learning so that students are not effective in following the learning process and when students are given assignments by the teacher, almost all of the students in the class unable to do the assignments given by the teacher. Based on initial observations, the author complains that PAI learning carried out in the classroom is still considered less effective. When using lecture media previously, students were still less active in learning. Students are also still less motivated to be enthusiastic about learning so that in learning students mostly accept what is given by the teacher, rather than having to look for and participate in learning. The scores obtained by students are still relatively low, and have not yet reached the full KKM. Apart from the lecture method, there are many methods that teachers also use in learning, but there are still many students who only accept and do not understand the material. The value obtained was also not satisfactory.

Based on these problems, the teacher plays an important role in implementing learning activities. Teachers must prepare learning strategies so that the learning process is not conventional. Learning tends to be teacher-centered, so that students are less active in the learning process. The lack of innovation in learning models makes students feel bored. For this reason, efforts are needed to achieve conditions by using learning models that can enable students to actively express their opinions and discover their own concepts, namely by using the discovery learning learning model. According to Sardiman (2012: 145) "In applying the discovery learning model, the teacher acts as a guide by providing opportunities for students to learn actively." The discovery learning model is a learning model where the teacher does not directly provide final results or conclusions from the material he is presenting. Rather, students are given the opportunity to search and find the results of the data. So that this learning process will be remembered by students throughout life, so that the results they get are not easily forgotten. In connection with this, the author tries to design a lesson that can overcome this problem. One learning model that is seen as being able to overcome these problems is the *Discovery Learning learning model*. The *discovery learning model* creates conducive learning effectiveness. This learning strategy is heavily influenced by the cognitive learning school. The *discovery learning learning model* is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own discoveries with full confidence. (W. Gulo, 2004). With the *discovery learning model* applied, students are expected to become more active in learning and can train students to become more independent so that students can express their opinions and abilities and the results obtained will be more optimal than before. If the learning model is used appropriately, then the learning targeted in the learning can be achieved.

Research Methodology

This research uses a literature study method (*library research*) where the literature review aims to strengthen the analysis from the various sources used. The meaning of literature study in this writing is as a basis for forming an initial writing plan and as a source of writing data. Literature study is research conducted based on written works, such as research results that have been published or not. This research data was collected by searching for articles in reputable online journals using Google Scholar and documentation in the library. The results obtained from this writing will be studied again and analyzed using content analysis, then summarized and presented in a research report.

Result & Discussion

In implementing the teaching and learning process using the *discovery learning learning model*, it can be implemented optimally. This is influenced by the lack of application of the *discovery learning model* by researchers. Then the researcher gave class action by applying the discovery learning learning model. At the planning stage, researchers and teachers conducted a study of the school syllabus and previous lesson plans that had previously been prepared by the teacher. Based on the syllabus, the researcher created a learning plan consisting of two meetings in the learning process in cycle I. The learning was designed using a video-based *discovery learning learning model*. Learning activities that have been planned by the researcher, Implementation of

actions in cycle I. In cycle I, two meetings were held. Analysis of teacher and student activities was carried out through observation sheets and group discussions. Based on the observation sheet and discussion during the action, there were several shortcomings made by the teacher and students. From the teacher's activity observation sheet at the first meeting, of the 20 aspects of the assessment, there were 6 aspects that had not been implemented. In the initial activities, the teacher does not provide motivation to students and the teacher does not convey basic competencies and learning objectives so that students do not know what learning objectives will be achieved. In the core activities the teacher does not ask questions about the videos that have been provided. In the closing activity the teacher did not conclude the learning material, the teacher did not provide reinforcement about the learning material and the teacher did not provide information to students to repeat the material at home. In the teacher activity observation sheet at the second meeting, of the 20 aspects of assessment there were 3 aspects that had not been implemented. In the initial activities, the teacher did not provide motivation to the students. In the core activities all aspects have been implemented and in the closing activities the teacher does not provide reinforcement to students regarding the learning material and the teacher does not provide information to students to repeat the material at home. In the observation sheet of student activities at the first meeting, of the 20 aspects of assessment there were 4 aspects of assessment that were not carried out. In the initial activities, students did not respond to feedback from the teacher and students did not pay attention to the teacher explaining the steps of the discovery learning model so that students felt difficult when they wanted to start the discussion. In core activities, students are not enthusiastic during group discussions and students as a group do not draw conclusions about the learning material. In the closing activities all aspects have been implemented

In the student observation sheet for the second meeting, of the 20 aspects of assessment there were 2 aspects of assessment that were not carried out, namely in the core activities the students did not listen to the teacher when checking student attendance and in the core activities the students did not answer the questions given by the teacher. This is influenced by the lack of application of the *discovery learning model* by researchers. Then the researcher gave class action by applying the discovery learning learning model. Based on the research results, after providing action through the application of the discovery learning learning model carried out by researchers in cycle I, the average student score was 76.5. with the number of students who obtained a score of 75 and above as many as 11 students or 55%. Based on the reflection and analysis of cycle I, it was concluded that student learning outcomes had improved from before the action, but the percentage of classical learning outcomes had not reached the target. Judging from the results of observations regarding the activities of teachers and students, teachers must provide students with an understanding of the steps of the discovery learning model in detail so that students understand and do not feel confused in learning. Based on the results of teacher and student activities, it was still found that several activities had not been implemented, so they needed to be improved and continued with cycle II research. In cycle II two meetings were held. Analysis of teacher and student activities was carried out through observation sheets and group discussions. Based on the observation sheet and discussion during the action, there were several shortcomings made by the teacher and students. In the teacher's observation sheet in cycle II of this first meeting, there were several aspects that had not been implemented, out of 20 aspects, there were 2 aspects that had not been implemented, namely in the initial activities all aspects had gone well. In the core activities there are shortcomings, namely, the teacher does not assign students to understand, note down the important points of the learning material and the teacher does not ask students to draw conclusions from the responses given by other groups. Meanwhile, in the closing activities, all aspects were carried out well. In the teacher's observation sheet at the second meeting there had been improvements, where all aspects of the assessment were running and carried out well.

In observing students in cycle II of this first meeting, of the 20 aspects of assessment there was 1 that had not been implemented, namely in the core activity, namely the student did not answer the questions given by the teacher. Apart from that, all assessments have gone well. And in the second meeting all aspects had been implemented well. In this second cycle, the implementation of the learning process has increased compared to the first cycle. The implementation of learning in this cycle is in accordance with the planned learning steps. Based on the table data above, it is known that the percentage of learning completeness increased from pre-cycle, cycle I, and cycle II to 40%, 60%, and 90% respectively. Thus, the classical indicator of research achievement has passed the predetermined indicator, namely 75%. Based on the analysis above, it is concluded that the teacher has succeeded in making improvements, especially in student learning outcomes, as seen from the initial observations where it was determined that many students obtained results below the KKM so that action was needed to overcome this problem. Researchers try to apply a learning model that aims to generate student activity, increase cooperation between students in understanding the material and students are able to express opinions during discussions and the learning model that leads to this goal is the *discovery learning learning model*. In the *discovery learning model*,

the teacher goes through several cycles to show increased student learning outcomes. In the first cycle, student learning outcomes had improved compared to the pre-cycle, although there were still some deficiencies in the learning process, because students did not understand in depth the *discovery learning model* so that students who were active in expressing their opinions during discussions were still relatively few and the level of student learning completeness was not yet achieve the expected indicators. So, learning is carried out again with the teacher providing students with an understanding of the steps of the *discovery learning model*. This is the driving force for the need to continue with cycle II. It is hoped that cycle II can encourage students to be more active in discussions and involved in the learning process. In cycle II, it was determined that the teacher tried to provide students with an understanding of the steps of the *discovery learning model*, so that students had the courage to express opinions during discussions, were more active in discussions and collaborated with study group members and the level of student learning completeness had reached expected indicators.

Conclusion

Based on data from research results and discussions that the researchers have outlined in writing this journal, it can be concluded that the learning outcomes of Islamic Religion before the action obtained an average of 74 with student learning completeness of 40%. And after the first cycle of action the average was 76 with a completion percentage of 60%. The average student after cycle II reached 89 with a learning completion percentage of 90%. The increase in learning percentage in cycle II has met the predetermined success indicators, namely 75%. Successful implementation of the *discovery learning model* in Islamic religious subjects. In improving student learning outcomes, it is carried out according to action research procedures, namely starting with planning, implementation, observation and reflection. This can be seen from the results of observations of teacher and student activities carried out over two cycles. In cycle I teacher activity reached 70% at the first meeting while at the second meeting it reached 85%. And student activity in cycle I reached 70% at the first meeting while at the second meeting it reached 90%, while in cycle II the results of teacher and student activity increased. Teacher activity in cycle II reached 90% at the first meeting, while the second meeting reached 100%, while student activity in cycle II reached 95% at the first meeting and 99% at the second meeting. Based on the description above, efforts to improve students' Islamic learning outcomes using the *discovery learning learning model* can be improved. Based on the conclusions above, the suggestions made by the author include: 1. Teachers can utilize creative, innovative learning models so that students are more active in supporting the learning process, and 2. The research results can be used as a basis for further research.

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