



Increasing the Understanding of Islamic Education Material through Discovery Learning for 7th Grade Students at SMP Ibnu Cholil Bangkalan

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Abstract:

This research was motivated by the low learning outcomes of students in understanding the subject of Islamic Education about emulating the obedience of the angels of Allah SWT at SMP Ibnu Cholil Bangkalan. The aim of this study was to enhance students' learning outcomes in understanding the subject through Discovery Learning at the seventh grade of SMP Ibnu Cholil Bangkalan. The research method employed was Classroom Action Research consisting of two cycles, each comprising planning, implementation, observation, and reflection stages. The results indicated that the implementation of Discovery Learning significantly improved students' average scores. Cycle 1 showed an increase in scores from 66.7 to 75.2, with an achievement rate of 76.9%. In Cycle 2, the average score reached 82.6, with all students achieving a 100% mastery level. Student activities were rated positively across various learning aspects, while the teachers' ability to manage the learning process was also found to be effective. Despite some students noting a somewhat noisy learning environment, overall, students responded positively to the subject matter, the learning materials, and the teaching methods employed by the teachers.

Keywords:

Discovery Learning, PAI Material, Middle School Students

Abstrak:

Penelitian ini dilatarbelakangi lemahnya hasil belajar siswa dalam memahami materi PAI meneladani ketaatan malaikat Allah SWT di SMP Ibnu Cholil Bangkalan. Tujuan penelitian ini adalah untuk meningkatkan hasil belajar siswa dalam memahami materi PAI meneladani ketaatan malaikat Allah SWT melalui pembelajaran Discovery Learning pada siswa kelas VII di SMP Ibnu Cholil Bangkalan. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (*Classroom Action Research*) yang terdiri dari dua siklus. Setiap siklus meliputi tahapan perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil penelitian menunjukkan bahwa penerapan model Discovery Learning berhasil meningkatkan nilai rata-rata siswa secara signifikan. Siklus 1 menunjukkan peningkatan nilai dari 66,7 menjadi 75,2, dengan tingkat ketuntasan 76,9%. Di siklus II, nilai rata-rata mencapai 82,6, dengan semua siswa mencapai ketuntasan belajar 100%. Aktivitas siswa dinilai baik dalam berbagai aspek pembelajaran, sementara kemampuan guru dalam mengelola pembelajaran juga terbukti efektif. Meskipun sebagian siswa menyatakan suasana belajar agak ribut, secara umum, siswa merasa positif terhadap materi, LKPD, dan penyajian materi oleh guru.

Kata Kunci:

Discovery Learning, Materi PAI, Siswa SMP

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INTRODUCTION

Understanding is a mental process in which a person comprehends or interprets information or concepts. In education, understanding is the ability to analyze, synthesize, and connect information or knowledge within a broader or relevant context. According to (Daga, 2021), understanding involves the ability to integrate various elements of knowledge and information to form a coherent and meaningful picture. This indicates that understanding is not just about literal comprehension but also about being able to relate and apply knowledge in different contexts. In Islamic education, understanding the teachings and values of religion is also very important. (Rohmatul & Alatas, 2022) suggest that a deep understanding of religious teachings enables individuals to apply them correctly and meaningfully in their daily lives. A good understanding of PAI material, such as emulating the obedience of Allah's angels, can influence an individual's behavior and life in practicing religious teachings.

PAI (Pendidikan Agama Islam) material refers to lessons that study Islamic teachings, including understanding the Qur'an, Hadith, aqidah (beliefs), ibadah (rituals), akhlak (ethics), and moral values in Islam. PAI material not only teaches theoretical knowledge but also encourages the practice and application of Islamic values in daily life. According to (Mustofa & Moh. Abdul Kholiq Hasan, 2023), PAI material in Islamic schools aims to shape students' character to become highly moral individuals according to Islamic teachings. This includes understanding religious principles, obedience to Allah SWT, and ethics in interacting with others.

PAI material that focuses on emulating the obedience of Allah's angels refers to lessons about the angels' compliance and loyalty in carrying out Allah's commands. This includes understanding the concept of high obedience and loyalty to Allah, and how these values can be applied in a Muslim's daily life. According to the Qur'an, angels are beings that fully obey Allah's commands and never break His rules. They are considered role models of unwavering obedience and loyalty to Allah SWT. Studying and emulating the obedience of angels can help Muslims strengthen their faith and enhance the quality of their spiritual lives.

Emulating the obedience of Allah's angels teaches Muslims to prioritize adherence to Allah's teachings in all aspects of life, both in worship and daily living. This provides a strong moral foundation and builds character based on obedience to Allah SWT. According to (Alatas et al., 2023), learning about the obedience of Allah's angels can help individuals achieve perfection in their worship and behavior. It also teaches the

importance of loyalty and consistency in following religious teachings, thereby strengthening their Islamic identity.

Based on observations, the problems in understanding PAI material about emulating the obedience of Allah's angels can include several aspects. First, some students may have limitations in understanding the theological or spiritual concepts related to the character of angels in Islam. This can be due to a lack of in-depth teaching or an immature understanding of religious teachings. Second, the concept of angelic obedience, which is often abstract and not directly observable, may be difficult for some students to grasp. This can hinder their ability to internalize the necessary values of obedience and loyalty. Third, the material presented may not be sufficiently relevant to the student's daily lives, making it hard for them to see the practical value or relevance of practicing obedience like the angels. Finally, some students may lack the motivation to learn or implement the values of angelic obedience in their daily lives. A lack of direct experience or awareness of the importance of this concept in Islam can also affect their level of engagement.

The problems in understanding PAI material about emulating the obedience of Allah's angels must be addressed immediately as they are directly related to the formation of students' character and spirituality in Islam. Firstly, the integrity of religious education is at stake; Pendidikan Agama Islam (PAI) aims to shape good morals and character through Islamic teachings. A deep understanding of the obedience of angels as role models in obedience to Allah SWT is an integral part of quality religious education. Secondly, a good understanding of the teachings about angelic obedience can strengthen students' Islamic identity, helping them internalize Islamic values in their daily lives and face moral and spiritual challenges with strong conviction. Thirdly, understanding the concept of angelic obedience is not only relevant for current spiritual life but also serves as important preparation for facing future moral challenges. Students well-educated in this aspect will be better equipped to live a life with strong and meaningful moral principles. Finally, a good understanding of PAI material can contribute to overall academic achievement. Students with a strong foundation in religious education tend to have higher motivation in learning in general.

One way to address these issues is through the Discovery Learning Method. Discovery Learning is an active approach that involves students in the learning process to discover and understand new concepts through exploration, experimentation, and reflection. This approach promotes increased student engagement by encouraging them to actively seek an understanding of religious concepts. Additionally, it fosters the

development of critical thinking skills as students are prompted to independently explore these concepts. Furthermore, Discovery Learning allows teachers to present PAI material in a context that is more relevant and meaningful to the students. It also encourages collaborative learning, as students often work together to explore and solve problems.

Previous studies have shown that the Discovery Learning method is effective in enhancing the understanding of PAI material among secondary school students. Research by (Alatas et al., 2023) found that students engaged in Discovery Learning demonstrated a significant improvement in their understanding of religious concepts compared to those taught using conventional methods. This finding is supported by another study conducted by (Alatas & Albaburrahim, 2021), which revealed that Discovery Learning not only increases student engagement in religious education but also strengthens their understanding of the spiritual and moral values within their faith.

These studies provide a strong foundation for adopting the Discovery Learning method in more specific research contexts, such as enhancing the understanding of PAI material among seventh-grade students at SMP Ibnu Cholil Bangkalan. This method is expected not only to improve students' understanding of religious concepts but also to reinforce the values of obedience and compliance within the context of Islamic teachings.

Based on the above discussion, this research is conducted with the aim of enhancing the understanding of Pendidikan Agama Islam (PAI) material regarding the obedience of Allah's angels through the application of the Discovery Learning method for seventh-grade students at SMP Ibnu Cholil Bangkalan. By implementing the Discovery Learning method, this study aims to demonstrate a significant improvement in students' understanding of PAI material concerning the obedience of Allah's angels. This method not only increases student engagement in learning but also reinforces their understanding of the values of obedience and loyalty within Islam. It is hoped that the results of this study will positively contribute to the development of more effective teaching methods in the context of religious education in secondary schools.

METHOD

Penelitian ini merupakan penelitian tindakan kelas (PTK) yang bertujuan untuk meningkatkan pemahaman materi Pendidikan Agama Islam (PAI) di kelas VII dengan menggunakan metode Discovery Learning. Penelitian ini mengikuti model Kemmis dan McTaggart yang menurut (Arikunto, 2010) merupakan model yang paling banyak digunakan di

Indonesia. Menurut Arikunto, model ini terdiri dari beberapa siklus yang saling berhubungan, yang setiap siklusnya meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Jika tujuan tidak tercapai pada siklus pertama, penelitian dilanjutkan ke siklus kedua. Penelitian ini meliputi dua siklus, yaitu siklus 1 dan siklus 2.

Partisipan penelitian ini adalah siswa kelas VII SMP Ibnu Cholil Bangkalan yang berjumlah 13 orang. Instrumen penelitian meliputi pedoman wawancara, lembar observasi, dan lembar tugas. Data dikumpulkan dengan menggunakan teknik wawancara, observasi, dan dokumentasi. Wawancara mengumpulkan informasi persiapan mengajar, observasi mengumpulkan data kelas, dan dokumentasi mencatat hasil kegiatan siswa.

Data yang dikumpulkan dalam penelitian ini meliputi proses dan hasil pembelajaran materi PAI melalui metode Discovery Learning. Data proses menggambarkan bagaimana peningkatan kualitas pembelajaran dengan Discovery Learning, sedangkan data hasil berupa skor yang mencerminkan peningkatan pemahaman siswa terhadap materi PAI.

Analisis data dalam penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan kuantitatif. Analisis data kualitatif meliputi tiga tahap: (1) pengumpulan data, (2) pemilihan dan klasifikasi data, dan (3) analisis dan perumusan kesimpulan. Analisis data kuantitatif menghasilkan data persentase tingkat keberhasilan belajar siswa. Langkah-langkah dalam analisis data kuantitatif adalah (1) persiapan, yaitu pembuatan rubrik penilaian sebagai pedoman penilaian, (2) penilaian, yaitu penilaian pemahaman siswa terhadap materi PAI berdasarkan rubrik tersebut, dan (3) analisis dan perumusan kesimpulan. , yang menyederhanakan hasil penilaian dan menentukan tingkat keberhasilan pemahaman siswa.

RESULT AND DISCUSSION

Description of Initial Conditions

Planning

During the planning stage, the teacher undertakes various important preparations to ensure the successful implementation of the Discovery Learning method in the Pendidikan Agama Islam (PAI) material on the topic "Aspiring to Emulate the Obedience of Allah's Angels." The teacher develops a Teaching Module (Modul Ajar, MA) specifically designed to support this method, which includes materials, activities, and steps for students to independently discover the concept of angelic obedience. Additionally, the teacher creates an observation sheet to monitor the activities of both the teacher and students throughout the learning process, as well as prepares an assessment to measure students' understanding of the material covered. Before the actions are taken in the classroom, the teacher, along with an observer, discusses the observation sheet to align their understanding of the indicators to be observed and to ensure that the observer comprehends their role in the observation process. According

to (Alatas, 2023), thorough preparation allows for the smooth and effective execution of the Discovery Learning method, thereby achieving the learning objectives of enhancing students' understanding of angelic obedience.

Implementation

The implementation of the learning took place on Wednesday, August 2, 2023, from 09:50 to 12:05 WIB, divided into three phases: the introduction (15 minutes), the main activity (90 minutes), and the conclusion (15 minutes).

In the initial phase, the teacher began by greeting the students and taking attendance to create a conducive atmosphere. They also started with an ice-breaking activity by singing together to foster a sense of togetherness among the students. Following this, the teacher explored the students' prior knowledge about the lesson material to ensure their readiness for the upcoming learning activities. This initial stage is crucial for conditioning students, in line with the views of (Alatas et al., 2023).

In the main phase, the teacher designed activities that allowed students to experience a deep learning process using the Discovery Learning method. Students were grouped into four small groups, each consisting of 3 to 4 members. Before the tasks began, the teacher provided detailed instructions to ensure a good understanding among the students. During the discussions, the teacher actively moved around to supervise and provide feedback to each group. Each group then presented the results of their discussions, while students from other groups offered constructive input. If any mistakes were identified, the teacher encouraged students to correct them as part of the learning process. Group discussions facilitated students' understanding (Alatas & Albaburrahim, 2021). Students who successfully found the right solutions and presented them well received appreciation from the teacher, while those who needed additional help were given motivation and support.

In the concluding phase, the teacher conducted an evaluation of the student's achievements following the learning process. This evaluation aimed to assess the extent of the student's understanding of the material that had been taught and their ability to apply it. Additionally, students were asked to reflect on their learning experiences during the Discovery Learning session. Together with the teacher, they celebrated the success of their learning by applauding, creating a positive atmosphere that motivated them for future lessons. The concluding stage served as a crucial time to consolidate students' understanding and reinforce the concepts learned in a practical context.

Observation

The participation of seventh-grade students at SMP Ibnu Cholil Bangkalan significantly improved after implementing the Discovery Learning model. This model successfully created a more interactive and in-depth learning environment, where students actively engaged in the processes of discovery, selection, and presentation of material. Although they faced some challenges during the learning process, such as initially suboptimal understanding, the school effectively evaluated and refined the learning strategies in the first cycle. This evaluation was conducted collaboratively with observers to identify issues and adjust the approach so that all students could achieve the expected level of mastery. Thus, the implementation of Discovery Learning not only enhanced student participation but also improved their learning outcomes in the subject of Pendidikan Agama Islam (PAI), in line with the research objectives that had been established.

No	Nama Siswa	Nilai	Keterangan
1	Rahma farida	70	Tuntas
2	Dian Sabila	70	Tuntas
3	Yuliana	60	Tidak Tuntas
4	Salmi	75	Tuntas
5	Hiliya Kamila Rahman	60	Tidak Tuntas
6	Izzatul Qinanah	70	Tuntas
7	Juhairiyatul Ana	50	Tidak Tuntas
8	Muslimah	70	Tuntas
9	Amiroh	80	Tuntas
10	Asmaul husna	60	Tidak Tuntas
11	Najwa Salsabila	70	Tuntas
12	Ayu fitri anjani	50	Tidak Tuntas
13	Nur Rohmatul Hasanah	70	Tuntas
Jumlah		855	
Rata-rata		65,8	
Ketuntasan Klasikal		61,5%	Tidak Tuntas

Table 1. Initial Completion Level

In the analysis of the student scores in seventh grade at SMP Ibnu Cholil Bangkalan, it can be observed that out of a total of 13 students assessed, 8 students (61.5%) successfully achieved mastery in the subject of Pendidikan Agama Islam (PAI). Mastery was measured by the minimum score that students needed to achieve to be considered competent, which in this case was 70. The average score achieved by all students was 65.8, indicating variation in learning outcomes among these students. However, nearly half of the students (5 out of 13) still did not reach the expected level of mastery. This analysis suggests that while there was an improvement in participation and the implementation of the Discovery Learning method, further efforts are needed to ensure that all students achieve optimal learning outcomes (Alatas, 2023). Evaluating more personalized and in-depth learning strategies may be necessary to assist those students who have not yet reached the required level of mastery.

At the beginning of the research phase, it was found that students' understanding of the material "Aspiring to Emulate the Obedience of Allah's Angels" was still inadequate. Several factors contributing to this included a lack of student focus while completing the Student Activity Sheets (LKPD), engagement in activities outside the learning context such as playing with group members, and difficulties in answering the final evaluation. To address these challenges, the researcher designed new strategies for the first cycle of the study. The steps included assigning specific tasks within groups to ensure comprehensive completion of the LKPD, forming new groups to minimize distractions from activities unrelated to learning, and providing more detailed explanations of the material with support from observers.

Description of Cycle 1 Results

Planning

During the planning stage, the teacher undertook several important preparations to support the implementation of the learning process. First, the teacher developed a Teaching Module (Modul Ajar, MA) specifically designed using the Discovery Learning method to teach the PAI material "Aspiring to Emulate the Obedience of Allah's Angels." Additionally, the teacher created Student Activity Sheets (Lembar Kerja Peserta Didik, LKPD) as learning aids, along with an observation sheet to record the activities of both the teacher and students throughout the learning process. As a final step in the planning phase, the teacher prepared an assessment to be used to measure students' understanding of the material.

Before commencing direct actions in the classroom, the teacher and the observer engaged in an in-depth discussion regarding the prepared observation sheet. This discussion aimed to ensure that all aspects recorded in the observation sheet could support the effectiveness of classroom learning (Pamela et al., 2019). Thus, this planning phase ensured that all necessary preparations were thoroughly completed before the actual learning process began.

Implementation

The implementation of the first cycle took place on Wednesday, August 2, 2023, from 09:50 to 12:05 WIB. The learning process consisted of three main parts: an introductory activity lasting 15 minutes, a main activity lasting 90 minutes, and a concluding activity lasting 15 minutes. In the initial stage, the teacher interacted with the students, checked their attendance, delivered information using infographics, and initiated an ice-breaking activity by singing together. The teacher then activated the students' prior knowledge related to the lesson material to be studied.

In the main stage of the learning process, the teacher designed activities that allowed students to engage in the discovery, naming, and presentation of the material. Students were divided into four groups, each consisting of 3 to 4 members. Before starting, the teacher clearly explained the tasks to avoid any confusion among the students. During the discussions, the teacher monitored the groups and provided feedback. Each group presented the results of their discussions, followed by responses from other students. If any mistakes were found, the teacher asked the group to correct them first. Students who succeeded received recognition, while those who still needed improvement were encouraged to enhance their performance (Putri, 2020).

Observation

The participation of seventh-grade students at SMP Ibnu Cholil Bangkalan increased in the first cycle after implementing the Discovery Learning model. This improvement is reflected in the learning outcomes and positive responses from students toward the learning process, despite some minor challenges arising during the lessons. To address these issues, a collaborative evaluation with the observer was conducted to refine the approach for the next cycle, aiming to ensure that all students could enhance their learning achievements.

In the first cycle, it was evident that student participation in Pendidikan Agama Islam (PAI) lessons showed a significant improvement. Out of a total of 13 students involved, 10 students (76.9%) achieved mastery in the learning process, while 3 students (23.1%) did not meet the expected standards, with an average score of 75.4.

No	Nama Siswa	Nilai	Keterangan
1	Rahma farida	80	Tuntas
2	Dian Sabila	80	Tuntas
3	yuliana	70	Tuntas
4	salmi	80	Tuntas
5	Hiliya Kamila Rahman	70	Tuntas
6	Izzatul Qinanah	80	Tuntas
7	Juhairiyatul Ana	60	Tidak Tuntas
8	muslimah	80	Tuntas
9	amiroh	90	Tuntas
10	Asmaul husna	70	Tuntas
11	Najwa Salsabila	80	Tuntas
12	Ayu fitri aniani	60	Tidak Tuntas
13	Nur Rohmatul Hasanah	80	Tuntas
Jumlah		980	
Rata-rata		75,4	
Ketuntasan Klasikal		76,9%	Tidak Tuntas

Table 2. Cycle I Completion Level

The data provided indicates that the majority of seventh-grade students at SMP Ibnu Cholil Bangkalan achieved mastery in the Pendidikan Agama Islam (PAI) lessons using the Discovery Learning method in the first cycle. Out of a total of 13 students, 10

students, or 76.9%, successfully mastered the PAI material. Students who achieved mastery scored between 70 and 90, with an average class score of 75.4. Meanwhile, the 3 other students who did not achieve mastery, scoring below 70, were Juhairiyatul Ana, Ayu Fitri Anjani, and Hiliya Kamila Rahman.

This analysis indicates that the implementation of the Discovery Learning method is quite effective in enhancing students' understanding of the PAI material (Astini, 2022). The majority of students achieved or approached the learning target, as evidenced by the classical mastery percentage reaching 76.9%. However, there are still some students who have not met the mastery standard. This suggests a need for further evaluation of the factors that may be influencing their learning outcomes, such as the need for more suitable teaching methods or adjustments in strategies to improve their understanding in the next cycle.

Reflection

In the first cycle of this study, it was evident that students faced several challenges in understanding the PAI material "Wanting to Emulate the Obedience of Allah's Angels." One of the main challenges was the lack of focus among students while filling out the Student Worksheet (LKPD), which resulted in some sections of the LKPD being poorly completed. This may be due to a lack of understanding of the importance of the LKPD as a tool for deepening their understanding of the material (Rachmayanti & Alatas, 2020). Additionally, activities outside the learning context, such as playing with peers, also served as distractions that affected the students' concentration during the learning process.

Another issue that emerged was the inability of some groups to adequately answer the evaluation questions at the end of the lesson. This indicates a gap in understanding of the material among those groups. It suggests that the teaching methods employed may not have been fully effective in ensuring that all students grasped the content well. Therefore, the proposed improvements for Cycle II aim to deepen students' understanding by ensuring that the LKPD is thoroughly completed, reducing interactions outside of learning, and providing more detailed explanations to ensure that all students can master the material effectively.

Cycle 2 Data Description

Planning

In the planning phase, the teacher made important preparations to initiate Cycle II of this research. First, the teacher developed a teaching module specifically designed using the Discovery Learning method to address the shortcomings identified in the previous cycle regarding the PAI material "Wanting to Emulate the Obedience of Allah's Angels." This module was prepared to better align with students' learning styles and effectively enhance their understanding of the material.

The teacher also prepared the Student Worksheets (LKPD) to guide students through the learning process. This LKPD was designed to ensure that all activities could be carried out effectively by the students and to collect comprehensive data during the learning process. Furthermore, the teacher created observation sheets to record teacher activities and student responses, which are essential for monitoring student progress and the effectiveness of the teaching method.

As a final step in the planning, the teacher prepared a learning outcome test to evaluate students' understanding after the classroom actions were implemented. A discussion with the observer regarding the observation sheet was also conducted to ensure that all aspects of the learning process were ready before the implementation of the second cycle began. With these preparations, it is hoped that the implementation of the learning in cycle II can be more effective in improving students' learning outcomes.

Implementation

The second cycle of this research was conducted on Wednesday, August 2, 2023, from 09:50 to 12:05 WIB. The learning process was divided into three main stages: introduction, core, and closing. The allocated time for each stage was 15 minutes for the introduction, 90 minutes for the core activities, and 15 minutes for the closing.

In the introduction stage, the teacher engaged in several activities, such as greeting the students, checking their attendance, providing infographics about the material to be studied, and eliciting students' prior knowledge while connecting it to the lesson content (Nasution, 2021). In the core stage, the lesson was designed to enable students to actively discover, identify, and present the material. Students were divided into small groups to collaborate and discuss, with the teacher providing guidance and feedback as needed. Each group then presented their discussion results, which were evaluated by students from other groups. Mistakes were addressed with opportunities

for correction, with successful students receiving recognition and those needing assistance being given additional encouragement.

In the closing activities of the second cycle, the teacher conducted an evaluation of students' achievements using the Discovery Learning method. This was followed by a reflection session where students assessed their own learning experiences. The session concluded with a celebratory moment where both students and the teacher acknowledged and celebrated the learning outcomes achieved.

Observation

In the second cycle of this research, there was a significant improvement in the participation and learning outcomes of the seventh-grade students at SMP Ibnu Cholil Bangkalan in the subjects of Islamic Education (PAI) and Character Education. The implementation of cooperative learning models using the Discovery Learning method successfully enhanced the overall learning achievements of the students.

Active participation from students in the learning process, as evidenced by their positive responses to the learning activities, is a strong indication that this approach effectively facilitates their understanding of the material taught. The achievement of a 100% completion rate in this cycle demonstrates that the cooperative and interactive approach employed has successfully engaged all students effectively (Ulfah et al., 2023).

The average score of 82.6 indicates a significant improvement from the previous cycle, confirming that the planned and implemented learning strategy in Cycle II has had a tangible positive impact on students' final learning outcomes. This also reflects the success of careful planning and the effective implementation of the Discovery Learning method within the context of the learning environment in Class VII at SMP Ibnu Cholil Bangkalan.

No	Nama Siswa	Nilai	Keterangan
1	Rahma farida	98	Tuntas
2	Dian Sabila	85	Tuntas
3	yuliana	90	Tuntas
4	Salmi	85	Tuntas
5	Hilya Kamila Rahman	82	Tuntas
6	Izzatul Qinanah	85	Tuntas
7	Juhairiyatul Ana	70	Tuntas
8	Moh Roni	90	Tuntas
9	Muhammad Fadil	93	Tuntas
10	Muhammad Saifullah	80	Tuntas
11	Najwa Salsabila	90	Tuntas
12	Nasihul Ibat	83	Tuntas
13	Nur Rohmatul Hasanah	85	Tuntas
	Jumlah	1075	
	Rata-rata	82,6	
	Ketuntasan Klasikal	100%	Tuntas

Table 3. Cycle II Completion Level

The evaluation results indicate that the seventh-grade students at SMP Ibnu Cholil Bangkalan achieved excellent outcomes in this cycle. Of the 13 students assessed, all students successfully reached the learning completeness with an average score of 82.6. This demonstrates that the cooperative learning model using the Discovery Learning method has been effective in enhancing students' understanding of Islamic Education and Moral Education material.

Analysis of the score data indicates that the majority of students achieved scores above 80, with some even reaching very high scores such as 98 and 93. This reflects that the teaching approach used effectively reaches and supports various levels of student ability (In'am & Alatas, 2023). Despite the variation in individual results, the overall class achieved excellent completeness, highlighting the effectiveness of the applied teaching strategies.

A classical completeness rate of 100% confirms that none of the students failed to meet the established standards. This indicates that the cooperative learning model, with its emphasis on active and collaborative interaction among students in understanding the material, has successfully created an inclusive and supportive learning environment for all students in the class.

Reflection

In the first cycle, there were several shortcomings in students' understanding of the PAI material "Wanting to Emulate the Obedience of the Angels of Allah SWT." Observations indicated that the main contributing factors were the students' lack of focus when filling out the Student Worksheet (LKPD), resulting in several sections of the LKPD being inadequately completed. Additionally, some students engaged in activities outside the learning context, such as playing with their group friends, which disrupted the learning process. Moreover, there were groups of students who struggled to answer the questions effectively during the final evaluation of the lesson.

To address these issues in the second cycle, the researcher designed a new strategy. First, by assigning three students in each group to ensure the Student Worksheet (LKPD) is filled out completely, it is expected that the collected data will be more comprehensive and assist in a better understanding of the material. Additionally, new group formations will be implemented to reduce social interactions that are less relevant to the learning material, allowing students to focus more on the learning process. For the third issue, more in-depth explanations will be provided regarding the PAI material "Wanting to Emulate the Obedience of the Angels of Allah SWT,"

particularly on questions that were difficult or poorly answered by the groups during discussions. Collaboration with the observer will support efforts to provide more effective and thorough explanations related to the material.

CONCLUSION

The initial evaluation showed that the average score of Grade VII students at SMP IBNU CHOLIL BANGKALAN in the PAI material "Wanting to Emulate the Obedience of the Angels of Allah SWT" using the Discovery Learning model was 66.7. In the first cycle, the average score increased to 75.2, and the learning completeness level reached 76.9%.

In the second cycle, the average score of students significantly increased to 82.6. All students achieved a learning completeness level of 100%, with no students failing to meet the criteria. The student's activities during the learning process using the Discovery Learning model were rated positively by observers in various aspects, including listening skills, group collaboration, use of teaching aids, active participation in discussions, presentation of results, drawing conclusions, and answering the teacher's questions.

The teacher's ability to manage the Discovery Learning model was rated positively across all aspects, reflecting the teacher's creativity and innovation in designing effective learning experiences. Survey results indicated that, overall, students enjoyed the Discovery Learning approach. They gave positive feedback regarding the subject matter, Lembar Kerja Peserta Didik (LKPD), the learning atmosphere, and the presentation of materials by the teacher. However, some students mentioned that the classroom atmosphere was somewhat noisy at times.

Overall, the implementation of the Discovery Learning model successfully improved student learning outcomes at SMP IBNU CHOLIL BANGKALAN on the PAI material "Ingin Meneladani Ketaatan Malaikat-Malaikat Allah SWT." This improvement was supported by active student participation and the teacher's effective management of the learning process.

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