

Implementation of Discovery Learning Strategy in Islamic Cultural History Learning

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Abstract: Difficulties encountered by SKI teachers when implementing the Discovery Learning Strategy in class X IPS at MA Ma'arif 4 Kaliejo. These include a lack of student enthusiasm in learning Islamic religious studies, a lack of student motivation to learn, a dearth of learning resources, a shortage of Islamic religious studies class hours, and a lack of discipline on the part of students while they are learning. The Discovery Learning Strategy was used by SKI teachers in class X IPS at MA Ma'arif 4 Kalirejo to overcome challenges in teaching Islamic cultural history, namely by holding many quizzes pertaining to the topic. By raising learning-supportive media consumption, fostering positive working connections between teaching staff and other staff members, and emphasizing strong consequences at school, the principal enhances student discipline.

Keywords: Discovery Learning Strategy, Islamic Cultural History Learning

INTRODUCTION

Education is a conscious effort carried out by families, schools, communities and the government through teaching guidance and training held in formal and non-formal educational institutions. As for formal education, it is "education that is passed by humans in stages, while non-formal education is education that is obtained by humans outside of school (Ramayulis, 2018). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (National Education System Law Number 3 Year, 2017). To achieve the success of one's learning many factors that influence it. Nasution explained that: "talent, interest and motive have a high correlation with student learning outcomes. However, if teaching uses quality strategies, it will trigger children to achieve full success in every field of study, not limited to any field of study (Nasution, 2017).

The teacher is one of the important elements of the continuity of the learning process which is dynamic towards continuous change. The teacher will be responsible for efforts to deliver students toward the expected educational goals (Rusman, 2020). Therefore, the teacher's task in learning is not limited to conveying information to students in accordance with the progress and demands of the times, but the teacher must

also have the ability to understand students with various uniqueness in order to be able to assist them in encouraging their potential and mobilization in learning (Mulyasa, 2019).

Teachers are one of the elements in the field of education must participate actively and place their position as professionals. In a special sense it can be said that each teacher is responsible for bringing his students to a certain level of maturity or maturity. In addition, the teacher is also a mentor who provides direction and guides students in learning. In this regard, the teacher actually has a unique and very complex role in the teaching and learning process in an effort to deliver students to the desired level. Therefore, every teacher's activity plan must be prepared and justified solely for the benefit of students, in accordance with their profession and responsibilities (Sardiman, 2018).

METHODS

This type of research is field research using a qualitative descriptive method (Bungin, 2008). Data collection techniques through observation, interviews and documentation. The data sources are in the form of primary data and secondary data. The primary data are Religion teachers who have used the Discovery Learning Strategy in learning the History of Islamic Culture in class X IPS at MA Ma'arif 4 Kairejo while the secondary data are the Principal and Administration of MA Ma'arif 4 Kalirejo. Meanwhile, the data analysis technique that the author uses is data reduction, data presentation and drawing conclusions (Nurilngin, 2022).

RESULTS AND DISCUSSIONS

There are various strategies in learning and one of them is the Discovery Learning Strategy. In this strategy, students search for and find learning materials themselves through various activities, so that the teacher's task is more as a facilitator and mentor for students (Sanjaya, 2020) While the procedures for the Discovery Learning Strategy are in the form of: 1) Simulation. The teacher poses a problem or instructs students to read or listen to a description that contains the problem; 2) Problem Statements. Students are given the opportunity to identify the problem to be solved; 3) Data collection. To answer the question or prove whether this hypothesis is true or not; 4) Data processing. All information from readings, interviews, observations, classified, tabulated, even if necessary calculated in a certain way and interpreted at a certain level of confidence; 5) Verify. Based on the results of processing and interpretation or existing information, questions or hypotheses that have been formulated earlier are then checked whether answered or not, proven or not; 6) Generalizations. Based on the results of the verification earlier, students learn to draw certain conclusions or generalizations (Sabri, 2021). The teacher is the most important factor and plays a role in spurring and increasing student learning interest for the continuity and success of achieving educational goals in schools. Thus, the authors are interested in researching the implementation of Islamic cultural history learning using the Discovery Learning Strategy at MA Ma'arif 4 Kalirejo; 7) Verify. Based on the results of processing and interpretation or existing information, questions or hypotheses that have been formulated earlier are then checked whether answered or not, proven or not; 8)

Generalizations. Based on the results of the verification earlier, students learn to draw certain conclusions or generalizations (Sabri, 2021).

Strategy means the choice of the pattern of teaching and learning activities taken to achieve goals effectively. To carry out tasks professionally, teachers need solid insight into the possibilities of teaching and learning strategies that are in accordance with the learning objectives that have been formulated, both in terms of instructional effects, learning objectives that are formulated explicitly in the teaching and learning process, as well as in terms of effects, for example, the ability to think critically, creatively, be open-minded after students participate in small group discussions in their learning process (Sabri, 2021).

This combined Discovery and Inquiry learning method requires students to be able to maximize the absorption of learning material (Usman, 2022). Students are challenged to be able to understand the subject matter and find new things that are not explained by the teacher or on learning materials. Not only that, but students must also be able to think quickly, ask questions related to the subject matter, explore subject matter from various sources, conduct experiments to answer questions that arise during the teaching and learning process and make the results of these experiments a solution to those questions. the. Students are required to be versatile but still do not rule out the teacher as a guide for subject matter. By combining the similarities of these two learning methods, students are expected to be able to develop scientific attitudes and discover, and develop facts, concepts, and principles of science or knowledge (Asra, 2021).

Discovery learning is an important component of the modern constructivist approach which has a long history of educational innovation. In discovery learning, students are encouraged to learn mostly on their own through active engagement with concepts and principles, and teachers encourage students to have experiences and conduct experiments that allow them to discover principles for themselves. Bruner, an advocate of discovery learning, put it this way: "We teach a subject not to generate a bit of library life about it, but rather to get students to think for themselves, to consider things as a historian would, to take part in the process of gain knowledge. Knowing is a process, not a product. (Slavin, 2019) the results of the development, research, and discussion of discovery learning-based media pocket books on mathematical understanding abilities can be concluded that the development of discovery learning-based media pocket books on mathematical understanding abilities reaches a level of validity with categories very well and reach a level of practicality with very practical criteria (Armelia et al., 2019).

The Discovery Learning learning model (Gobel, 2021) in the implementation of character education can be specifically designed with clear learning objectives, and learning is carried out using signs (RPP) on how to teach teachers and student activities and notes on how to respond to learning difficulties student. Previously the teacher observed the difficulties and problems faced by students in PBM, the teacher carried out assessments or studies carried out by groups to describe the learning strategies carried out and obtain data on student learning methods, share experiences and knowledge about the findings and results of observations, and draw conclusions about students' progress in achieving learning goals (Andriani & Wakhudin, 2020).

Education creates quality human resources influenced by students, facilities and infrastructure, teaching materials, and teachers. Teachers must have skills in managing the teaching and learning process properly and correctly in accordance with the characteristics of students, teaching materials, facilities and infrastructure, and student learning environment. One of the teacher's skills in teaching is the selection of learning models. The application of a good and correct learning model is when students can interact optimally to explore and identify information so that they can find their own knowledge. Learning that is good and like this is called discovery learning (Prananda et al., 2022). Discovery learning is a learning model that tends to ask students to make observations, experiments, or scientific actions to draw conclusions from the results of these scientific actions. So, with discovery learning, students can learn well and smoothly, so that they can improve student learning achievement/outcomes (Fajri, 2019).

Learning Discovery Learning can improve critical thinking skills and student learning outcomes. The improvement of students' critical thinking skills and thematic learning outcomes was proven based on evaluation data showing an increase in critical thinking skills in the highly critical thinking category after being given action in the first cycle of 15 students (72.2%) and in the second cycle of 17 students (81, 7%). And there was an increase in learning outcomes in cycle I by 15 students (71.4%) and in cycle II by 18 students (85.7%) (Hidayat et al., 2019). To develop integrated thematic teaching materials using the discovery learning model. This categorizes this research into research and development studies (Desyandri et al., 2019).

Critical thinking ability is one of the important points to be achieved in learning. The stages of critical thinking include the clarification stage, the assessment stage, the conclusion stage, and the strategy/tactics stage. In the learning process, the presence of media is necessary because it has a big role in influencing the achievement of learning objectives. One type of up-to-date learning media is multimedia-based, in the form of teaching aids, modules, student worksheets (LKS), and ICT-based media which are used to convey learning materials interactively. In addition to selecting media that can improve students' mathematical abilities, a teacher must also choose the right model in learning. concept to be studied. The multimedia-assisted discovery learning model is able to arouse student activity in the learning process. So that students continue to work until they achieve their learning goals (Nafisa & Wardono, 2019).

The application of discovery learning models can improve student learning activities. This can be seen from the increase in the average percentage of student learning activity by 10% from 74% in the quite active category in cycle I to 84% or in the very active category in cycle II. The application of discovery learning models can also improve student learning outcomes. This can be seen from the increase in the average percentage of student learning outcomes by 13% from 75% in the fairly good category in Cycle I to 88% or in the very good category in Cycle II (Jayadiningrat et al., 2019).

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that occur interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in digital forums, critiquing classmates' work posted in digital galleries, working on proposals or projects using collaborative document sharing platforms, or getting study help and support in message-based systems. In this way, students will be exposed to both theoretical and practical training. Discussions and exercises in class and online will be essential for the growth of required competencies and will be encouraged at all times (Keller & Swaminathan, 2019).

Google Classroom LMS with the Discovery strategy has a significant and effective effect, this is indicated by the students' posttest scores being greater than the pretest scores. From the questionnaire it was explained that the facilities for working with Google Classroom were easy and helped students during the online learning period. These results indicate that learning with the Google Classroom LMS with the Discovery strategy can be effectively used on static fluids (Ratnawati & Sulisworo, 2021). A strategy that is able to arouse student learning motivation whose impact on learning outcomes can be increased as expected by carrying out Classroom Action Research (CAR). in an effort to increase student motivation and learning outcomes according to their respective subjects (Nurmiati, 2020).

Advantages of the Discovery Learning Strategy: This technique is able to enable students to develop, increase readiness, and mastery of skills in the cognitive process / student recognition. Students acquire knowledge that is very personal/individual so that it can be solid/deep left behind in the student's soul. This technique is able to provide opportunities for students to develop and progress according to their respective progress. Able to direct the way students learn, so that they have a stronger motivation to study harder. Helping students to strengthen and increase self-confidence through self-discovery processes. The strategy is centered on students not on teachers. The teacher is only a study friend, helping when needed.

Weaknesses of the discovery learning strategy: In students there must be readiness and mental maturity for this way of learning. Students must be brave and willing to know their surroundings well. If the class is too large, the use of this strategy will be less successful. For teachers and students who are used to traditional planning and teaching, they may be very disappointed if it is replaced with discovery techniques. With this technique there are those who argue that this mental process is too concerned with understanding processes, pays little attention to the development/formation of attitudes and skills for students. This technique may not provide an opportunity to think creatively. So, each learning strategy has its own advantages and disadvantages, as well as the Discovery learning strategy. In order to minimize the weaknesses of the Discovery Learning strategy, Religion Teachers must really implement this strategy in accordance with existing procedures.

Learning the History of Islamic Culture Using a Discovery Learning Strategy for Class X IPS MA Ma'arif 4 Kalirejo

Planning the learning process includes the Learning Implementation Plan (RPP) which contains subject identity, competency standards, basic competencies, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, media and learning resources. Judging from the results of interviews and observations, the teacher has made a Learning Implementation Plan (RPP), but the Learning Implementation Plan (RPP) made by the teacher still has deficiencies, the teacher tends not to follow every development in making existing Learning Implementation Plans, because every year the model for making Learning Implementation Plans (RPP) is always changing and this is one of the reasons there are

still teachers who make Learning Implementation Plans the same as the previous Learning Implementation Plans (RPP). Learning Implementation Plan (RPP) is a plan that describes procedures, a design that must be made by the teacher before teaching on each subject, this is done once per face to face in order to achieve the desired target. Based on the Islamic Religious Education teacher's document, it can be seen that the Learning Implementation Plan (RPP) made by the teacher has been written for all classes he will teach.

Before implementing the learning process, the teacher prepares a plan for implementing the lesson to be taught, assessing it from the early stages of the learning process to the final stage of learning so that the learning objectives can be achieved as expected. Learning material is very important in the learning process, without material the teaching and learning process cannot be carried out, the teacher must master the subject matter well to achieve the goals of the learning. With mastery and understanding of the material by the teacher, the implementation of learning will be easier for students to understand and work on. In accordance with the results of interviews with SKI teachers, Ustad Sep Malsatri stated that:

"Before starting the process of learning the history of Islamic culture using the Discovery Learning Strategy, I must first determine the material that I will teach that can use the Discovery Learning Strategy such as material on Arab civilization." He also stated that: "The SKI subject matter presented in one meeting consists of one topic. Sometimes several topics are discussed. Ustad often uses the Discovery Learning Strategy and most of the students do not work, only certain people work.

Many students find it difficult to concentrate on learning so that when given an explanation, many of them are not serious about learning. They will only receive results from diligent friends. When asked how to deal with it, Ustad Sep Malsatri said:

"If you use the discovery learning method, it will be difficult to deal with it because the child will get bored if asked to look for it himself, so usually the ustad explains the material using the lecture method where here we can tell stories while joking a little so the child won't get bored thinking." He also said: "For learning that is conducive and runs smoothly, the ustad cannot focus on the Discovery Learning method alone, sometimes you can also use the lecture method, or other methods. But the ustad more often uses the lecture method" (Malsatri, 2023).

Obstacles to Learning Islamic Cultural History Using Discovery Learning Strategies

Obstacles in learning Islamic Cultural History at MA Ma'arif 4 Kalirejo using the Discovery Learning Strategy include the lack of children's interest in learning SKI, the lack of motivation of children in learning and the lack of discipline within the students themselves. To find out the obstacles encountered in the implementation of learning the Islamic Cultural History subject using the Discovery Learning Strategy in the XIPS class at MA Ma'arif 4 Kalirejo, the authors conducted interviews with Religion teachers and school principals. The results of the author's interview with the Religion teacher said that:

"During my teaching there were several obstacles that I faced when implementing Islamic Cultural History learning using the Discovery Learning Strategy, including: Lack of student motivation in learning Islamic Cultural History such as a lack of interest and discipline in learning."

This is what the author saw when the Religion teacher gave Islamic Cultural History subjects using the Discovery Learning Strategy (find it yourself) many of the students kept silent while their friends were already engrossed in searching for and finding the core of the lesson ordered by the teacher. And the silent student only hopes for the results of the search for friends who are really studying. Whereas the Head of School said that: "The obstacles that exist in this school are the lack of family discipline from the children themselves, because family discipline also makes students more active in participating in learning, both General and Religious lessons. children can be disciplined" (Gusrizal, 2023).

For more details, from the results of interviews that the author conducted both with the Head of School and the SKI teacher, the author will describe one by one as follows:

1. Lack of student interest in learning

The lack of student interest in learning is an obstacle to the implementation of learning Islamic cultural history subjects, as said by the Religion teacher:

"The lack of student interest in learning Islamic Cultural History subjects is from the students themselves, they think that SKI lessons are not too important for them, especially for class X IPS students they prioritize general lessons compared to religious lessons, so what I teach doesn't reach purpose" (Malsatri, 2023).

2. Lack of student motivation in learning

Motivation is very important in learning, if there is no motivation then whatever we do will not achieve satisfactory results. Likewise in the learning process if students are less motivated in learning, then the lesson will not be fully understood by students. This was justified by the teacher when the writer conducted an interview stating that:

"Students in learning Islamic cultural history subjects, especially class X IPS students, lack motivation, which causes them to be negligent and indifferent to lessons, only a few people are motivated to learn" (Malsatri, 2023).

From the results of the interviews above, the writer can conclude that the lack of motivation of students in learning Islamic cultural history subjects is not entirely the fault of the students, but the religious background of the family is also influential, for example, if parents have perfect religious knowledge, parents will always tell their children to be serious. really in learning, both General and Religious subjects. However, if parents have imperfect religious knowledge, it is rare for their children to study seriously, especially in religious studies. It is the task of the Religion teacher to increase student motivation in learning, especially in learning Islamic cultural history subjects.

3. Lack of learning media

In the implementation of the teaching and learning process, the media is very much needed in achieving the expected goals. There are many media that can be used. The use of instructional media is very supportive in the smooth running of the teaching and learning process, can save time, can clarify what is conveyed, not busy writing on the blackboard and so on. Besides that, with this media students can concentrate more on following the lesson, especially if the media has been arranged neatly, beautifully and adapted to the material to be delivered. By itself indirectly students can be motivated to take part in the implementation of Islamic Cultural History learning subjects. From the results of observations that the authors made during Islamic Religious Education lessons

in class, the authors saw that Religion teachers in learning SKI subjects used blackboard media (sometimes they could also focus on projectors), so that many children did not pay attention to learning. From the results of the observations and interviews above, the writer can conclude that Religion teachers in teaching Islamic Religious Education subjects very minimally use instructional media due to various things. While the media in the learning process is very important, with good media, children will easily understand the lessons delivered by the teacher of Religion.

4. Lack of student discipline

Discipline is very necessary in learning, for example students are often absent, are often late to class, which causes students to lag behind in subject matter. Students who are late often make noise in class and disturb their friends who are studying so that lessons cannot be received properly (Malsatri, 2023). Based on the results of the interviews and observations above, the writer can draw a conclusion that the obstacles faced by Religion teachers in carrying out the teaching and learning process in Islamic religious education subjects are the lack of student interest in learning, lack of student motivation in learning, lack of media learning, and lack of student discipline in learning.

Efforts by Religious Teachers to Overcome Obstacles in Learning Islamic Cultural History Using Discovery Learning Strategies in Class X IPS at MA Ma'arif 4 Kalirejo

The efforts made by SKI teachers in overcoming the obstacles they face are "Teachers motivate students to be more active in learning, and teachers try to use various kinds of media available in schools to arouse students' interest in learning Islamic Religious Education, because, with an interest in learning students, the subject matter delivered will be easy for students to accept and understand" (Malsatri, 2023).

The duties and responsibilities of the Religion teacher are not only to teach but to educate and guide students. This effort is also carried out by the SKI teacher toward students by giving attention and holding activities that can arouse students' motivation and enthusiasm for learning. With these activities, students can channel their potential and more and more fond of Islamic Religious Education lessons. Then an interview with the principal stated that:

"The effort I have made in overcoming obstacles such as the lack of learning media that support the learning process is to add media that are capable of supporting learning (Gusrizal, 2023).

So, from the various forms of obstacles that Ustad Asep experienced, what are the solutions so that discovery learning can run conducive and as it should?

According to him: "For the solution, we adapt it to the conditions we are experiencing, for example, we teach about the Badr war, but they cannot draw the essence of the lesson, so we use the parable method. Or if necessary, we find illustrations from the Badr War.

CONCLUSION

Obstacles faced by SKI teachers in Islamic Cultural History Learning by using the Discovery Learning Strategy in class X IPS at MA Ma'arif 4 Kaliejo. These are the lack of students' interest in learning Islamic Religious Education, the lack of student motivation in learning, the lack of learning media, the lack of learning time for Islamic Religious Education, and the lack of student discipline in learning. SKI teachers' efforts to overcome the obstacles encountered in Islamic Cultural History Learning by using the

Discovery Learning Strategy in class X IPS at MA Ma'arif 4 Kalirejo, namely by holding several quizzes related to the lesson. The principal strengthens child discipline by reinforcing strict sanctions at school, increasing media that can support learning, and establishing good relationships between teaching staff and other employees at school.

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