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THE USE OF THE DISCOVERY LEARNING MODEL IN IMPROVING THE QUALITY OF LEARNING OF ISLAMIC ELEMENTARY SCHOOL STUDENTS

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Abstract
The aim of this research is to provide a reference for learning approaches that are proven to improve student academic achievement in Islamic elementary schools. This research uses meta-analysis to collect findings from other studies sourced from the same literature: five case studies of students using the Discovery Learning learning paradigm published in the national journal of the Higher Education Accreditation Board (Kemenristek Dikti). This research found that the use of the discovery learning paradigm to improve student learning outcomes in Islamic elementary schools is very effective, especially in increasing student achievement in these subjects. Therefore, the Discovery Learning teaching methodology is integrated into teacher-led lesson plans, thus having an impact on students' ability to deepen their understanding of the lesson material.

Keywords: Learning Model, Discovery Learning, Learning Quality

Abstrak
Tujuan penelitian ini untuk memberikan referensi pendekatan pembelajaran yang terbukti meningkatkan prestasi akademik siswa di Sekolah Dasar Islam. Penelitian ini menggunakan meta-analisis untuk mengumpulkan temuan-temuan dari penelitian-penelitian lain yang bersumber dari literatur yang sama: lima studi kasus mahasiswa dengan paradigma pembelajaran Discovery Learning yang dimuat dalam jurnal nasional Badan Akreditasi Perguruan Tinggi (Kemenristek Dikti). Penelitian ini menemukan bahwa penggunaan paradigma Discovery Learning untuk meningkatkan hasil belajar siswa di Sekolah Dasar Islam sangat efektif, terutama dalam meningkatkan prestasi siswa pada mata pelajaran tersebut. Oleh karena itu, metodologi pengajaran Discovery Learning ini diintegrasikan ke dalam RPP yang dipimpin guru, sehingga berdampak pada kemampuan siswa dalam memperdalam pemahaman terhadap materi pelajaran.

***Kata kunci**: model pembelajaran, discovery learning, kualitas belajar*

INTRODUCTION

In today's education, teachers must go the extra mile to improve student learning outcomes (Alfiyanto, 2022; Alfiyanto et al., 2021; Alfiyanto & Hidayati, 2022). It is concerned with how teachers communicate learning to students. Teachers can deliver material using various models, approaches, and strategies that can be used to design learning (Ana, 2019). Indonesia's national education system is rooted in diversity, or Bhineka Tunggal Ika. National education aims to educate the nation's life. The life of an intelligent nation is the life of the nation in all its sectors: politics, economy, and, most importantly, education. Education is the main means in human life to gain valuable life experience because, in the process, humans are guided to obtain knowledge and capable personalities (Lase & Ndruru, 2022).

The National Education System Law (Sisdiknas) No. 20 of 2003 states that education is a deliberate and purposeful endeavor to provide students with the knowledge, skills, values, character traits, and environments they need to become productive members of society, leaders, and citizens. Personal growth is a hallmark of the learning process. A variety of forms, including emotional, cognitive, and psychomotor components, may be used to demonstrate changes in learning outcomes. Teachers and students must work together to learn effectively in order for lessons to be effective. When students are actively engaged in instructional and learning pursuits, both in and out of the classroom, they are laying the groundwork for future academic achievement (Warsono et al., 2013). The term "active learning" refers to the ways in which students actively seek to reach their learning objectives using both online and in-person learning experiences (Prasetyo & Abduh, 2021).

Educational goals can be achieved if learning activities run well and smoothly. A person is said to learn if there is an activity in his environment that results in changes in behavior and occurs relatively long. This learning activity is expected to increase student achievement. (Fajri, 2019) According to the Discovery learning model, which is a theory of learning, students learn best when they are not given finished lessons but rather are encouraged to arrange their own. Effendi, on the other hand, claims that discovery learning is an approach to education that encourages students to solve problems in order to gain understanding and competence (Ana, 2019).

Among the many well-known models of learning is discovery learning. Concepts, meanings, and connections may be better understood via discovery learning, which relies on an intuitive approach to reach a final conclusion. One approach to education known as "discovery learning" encourages students to draw their own conclusions about the world around them by conducting their own experiments, observations, or other scientific activities (Kristin, 2016; Muhyatun, 2023) in regards to making use of preexisting models, methodologies, and tactics that significantly impact the results of student learning. Consequently, scholars investigate discovery learning models since students' findings might sometimes provide contrasting viewpoints. This study aimed to

determine if the discovery learning model may enhance student learning by conducting a meta-analysis that gathered data from many studies.

The six primary procedures for implementing the discovery learning paradigm are: (1) getting students to think critically and creatively about problems via the use of inquiry-based learning strategies such as reading aloud and asking thought-provoking questions at the beginning of class; (2) The purpose of the problem statement is to give students a chance to think of as many pertinent problem agendas as they can, and then they pick one to formulate as a hypothesis, which are short-term solutions to the problems they've identified. (3) Collecting data, letting pupils know how to gather all the necessary facts to determine the hypothesis's validity, In the fourth step, known as "data processing," students analyze and draw conclusions from information and data collected via various means (e.g., class discussions, observations, etc.). (5) Verification, which entails extensively testing hypotheses to see whether they are related to data processing outcomes; (6) Extrapolation, or making a broad conclusion based on the verification findings that is applicable to all similar occurrences or issues (Prasetyo & Abduh, 2021).

The idea behind this discovery learning methodology is to let students find out what they need to know and build their own knowledge based on what they find out. The role of the educator is that of a facilitator in this paradigm. First, it is student-centered; second, it uses exploration and problem-solving to develop, integrate, and generalize information; and third, it incorporates activities to combine new and current knowledge. Wicaksono et al. claim that "discovery learning is useful in 1) the improvement of students' intellectual potential; 2) the move from extrinsic to intrinsic rewarding; 3) thorough learning through the process of discovering; and 4) tools to train memory." (Wicaksono et al., 2015) The significance of students actively participating in their own learning is highlighted by Puspitadewi et al. (2016) in their description of the Discovery Learning learning paradigm. This approach to education places an emphasis on how pupils learn by doing. Incorporating the discovery learning paradigm into the classroom is thought to inspire students to learn more and do better academically, particularly in lower-level classes (Andry B., 2023; Fajri, 2019). Data for this study came from a variety of sources, including prior research. After analyzing this data, academics will form conclusions. Whether or not the Discovery Learning paradigm improves learning outcomes for students is shown by these results.

METHOD

In this study, researchers used the meta-analysis method to summarize the results of various studies by reviewing the literature used by researchers, namely five studies on the use of the Discovery Learning learning model published in accredited national journals of the Ministry of Research and Technology and Higher Education. Some of these findings come from research data sets published in journals from various sources covering Indonesia, and researchers do not focus on one region alone. Researchers want

to provide reference materials for using models available nationally in Islamic elementary schools. This data was collected through a survey in a national journal using the following data collection keywords: the use of discovery learning models in improving the quality of student learning. The collected data will be analyzed using qualitative and descriptive analysis techniques. Many sources were selected based on the arguments that researchers present in this article. The source chosen by the researcher contains the quantitative results needed to measure the impact of using the Discovery Learning model in Islamic elementary schools.

RESULTS AND DISCUSSION

There are five data obtained by researchers from national journals related to the use of discovery learning models seen in the table below:

Table 1. Recapitulation of the Results of the Application of Discovery Learning

Name	Title	Year	Result
Agus Supriyadi, Zainuddin. Parijo.	Improving Learning Outcomes of the Discovery Method of Science Learning Class IV SDN 03 Sungai Ambawang Kubu Raya by Agus Supriyadi conducted in grade IV SDN 03 Sungai Ambawang Kubu Raya	2013	1) This study's learning processes include two cycles of activities: first, students are introduced to the content. Then, they form groups and are given tasks and chances to respond. The results of the observation show that in the first cycle, teachers were involved in 65% of the learning activities. In the second cycle, they were fully involved in the learning process, and their functions with the discovery learning method could reach 100%. 2) The majority of students in fourth grade in cycle I were only able to accomplish 65.55 percent of the desired outcomes when using the discovery learning method to learn about the shape and function of leaves, according to research data derived from observational results. Following cycle II, there was a rise to 75.55 percent. Thirdly, fourth graders at State Elementary School 03 Sungai Ambawang have shown remarkable proficiency and effectiveness when taught the form and function of leaves using the discovery learning framework. The results reveal that after the enhancement of learning in cycle II, the average student learning assessment score increases to 97.76, up from 78.72 in cycle I.
Asali Lase & Fasri Inhaler Ndruru	Application of the Discovery Inquiry Learning Model in Improving Student	2022	1). On cycle I (first), the teacher's ability in Apply the Discovery learning model Inquiries reached an average of 62.49% in

	Learning Outcomes		categories enough. While in cycle II (two) achieved an average of 87.49% in the strong category, 2). In cycle I (First) student activeness It reached an average of 60.47% during the learning process and was still in the sufficient category. While in cycle II (two), it reaches an average 85.04% strong category, 3). At cycle I (first), student learning outcomes reached an average of 68.38 (Appendix 14) while in cycle II (two) increase Student learning outcomes reach average 82,31. The percentage of completeness in cycle I (first) reached an average of 61.53%, The percentage still hasn't reached The target is 75%. After execution cycle II (two), the completion percentage reached an average of 88.46%, 4). Average the results of reflection in the cycle I achieve 63.78%, and in cycle II reached 84,94%, 5). Findings of this study In line with the underlying theory, and 6). Discovery learning model Inquiry can improve learning outcomes for grade VIII students at SMP Negeri 3 Botomuzoi.
Nabila Yuliana	Use of Discovery Learning Learning Model in Improving Student Learning Outcomes in Elementary School	2018	A paradigm for discovery learning implementation Excellent support for educators' pursuit of better educational results for their students. Teachers and students alike are more engaged, and pupils gain self-assurance and competence as a result of this model's implementation. Perform problem-solving tasks autonomously. This paradigm is not only applicable in primary schools, but also in higher education, namely in SMP and SMA, the two levels of secondary schools.
Firosalia Kristin	Analysis of Discovery Learning Learning Model in	2016	Results show that students' learning outcomes may be improved by an average of 17.8% using the discovery learning learning approach, with scores ranging from 9% to

	Improving Learning Outcomes of Elementary Students		27%.
Apri Dwi Prasetyo & Muhammad Abduh	Increasing Learning Activity through the Discovery Learning Model in Elementary Schools	2021	Student activity levels averaged 41.53% before the cycle, 60.91% during the first cycle, and 82.89% during the second cycle. The results show that students' engagement with the topic of technological growth improves when the discovery learning paradigm is used.

Journal entitled "Improving Learning Outcomes of Science Learning Discovery Method Class IV SDN 03 Sungai Ambawang Kubu Raya by Agus Supriyadi was conducted in grade IV SDN 03 Sungai Ambawang Kubu Raya" with 27 students. The method used is classroom action research (PTK), which is carried out in two cycles. From the research, it was found that the teacher was good enough at carrying out learning, namely with a value of 75. From this description, it appears that the teacher was good enough at applying learning according to the RPP that had been determined in the learning carried out, especially in learning the shape of leaves and their functions through the discovery method. Based on the aforementioned data, it is known that teachers have carried out all learning activities related to science, leaf shape material, and its functions using the discovery method, which is 100%. Based on these data, it is known that most of the activities have been carried out by teachers in their learning activities, namely in learning leaf forms and functions with the discovery learning method, which is 97.76% (Supriyadi, 2013).

A score of 95 indicated that teachers were very skilled at teaching from cycle II onwards. This description shows that teachers always learn according to the RPP determined in the learning carried out, especially in learning about leaves' shape and functions. We use discovery learning methods for pre-training and final learning.

Paper titled "The Use of Discovery Learning Model in Improving Student Learning Outcomes in Elementary Schools." One attempt to synthesize different research findings using a document examination of six data points pertaining to the use of discovery learning models published in national publications is the meta-analysis approach. Extensive research has shown that the discovery learning paradigm may enhance student engagement and motivation to study, leading to better learning outcomes in elementary school and beyond (Ana, 2019). Teachers may greatly benefit their students' learning results by using the discovery learning methodology. Along with that, this strategy promotes more engagement between instructors and students, which in turn boosts students' self-esteem and their capacity to solve problems on their own. Not only that, but this approach may be used in elementary schools as well as junior high and senior high schools.

One subsequent journal article, titled "Application of the Discovery Inquiry Learning Model in Improving Student Learning Outcomes," came out. "Classroom Action Research" describes this study. Learning outcome exams, documentation, and observation sheets are the tools used. The study included 26 students from Class VIII during the entire semester at SMP Negeri 3 Botomozoi. This is what the research found (1). While 62.49 percent of teachers rated their observations as excellent in the first cycle, 87.5 percent rated them as excellent in the second. During the first cycle, an average of 60.46% of student participation was deemed adequate, but in the second cycle, an average of 85.04% was deemed excellent (2). A very excellent average student learning result of 68.47 was achieved in cycle I, and an equally outstanding average of 83.94 was achieved in cycle II (3). Cycle II has a 100% completion rate for student learning, but Cycle I only manages 61.53 percent (Lase & Ndruru, 2022).

Following this, we have "Analysis of Discovery Learning Models in Improving Learning Outcomes of Elementary Students." In this investigation, a meta-analysis was used. The first step in doing research is to formulate a research topic. The second step is to identify pertinent research findings and collect them for analysis. Information is gathered by doing research in libraries and online publications using tools like Google Scholar. Three student theses and two periodicals were retrieved from the search as sources of research data. A qualitative-descriptive approach is used to analyze the data. The findings show that the discovery learning paradigm may increase student learning outcomes, averaging 17.8% and ranging from 9% to 27%. The discovery learning paradigm has been used by researchers. The findings of the meta-analysis demonstrate that the discovery learning model has the potential to enhance student learning outcomes, with an average of 17.8% and a range of 9% to 27% (Kristin, 2016).

"Increasing Learning Activity through the Discovery Learning Model in Elementary Schools." Journal of the follow-up. A classroom action research approach with two cycles was used in this study. Two meetings comprise each cycle, which consists of four steps: planning, doing, observing, and reflecting. A total of 35 third-graders from SDN 3 Pandean participated in the research. Observation, documenting, and testing are the methods used to gather data. According to the study conducted before the cycle, the average student activeness result was 41.53%. In cycle I, it was 60.91%, and in cycle II, it climbed by 82.89%. It follows that students' engagement with technological advancement may be enhanced through the use of discovery learning methods. (Ana, 2019)

Beginning with data collection and issue identification, the syntax-based discovery learning methodology engages students. Students gather data, verify the findings, and finally draw conclusions. In the framework of the third grade technological advances curriculum at SD Negeri 3 Pandean, students may engage in more active learning via the use of the discovery learning model's phases. Beginning with the pre-cycle phase and continuing through the first two phases of the cycle. During the pre-cycle, students' average percentage of learning activity was 41.53%, falling into the "low" category. The

average proportion of students engaged in "medium" levels of learning activity rose by 60.91% in the first cycle. The average proportion of students engaged in learning rose by 82.89% in the "high" activity group throughout cycle II. It has been determined that it has achieved its success criterion based on the outcomes of cycle II activities. So, it's safe to say that third graders at SD Negeri 3 Pandean will be more engaged in their learning about technology advancement in 2020–2021, thanks to the discovery learning paradigm. Based on the findings, it is clear that Islamic elementary school pupils would greatly benefit from implementing the discovery learning paradigm in their classrooms. To that end, in order to raise the bar for student learning, teachers include this discovery learning paradigm into their lesson plans.

CONCLUSION

Based on the findings and discussions above, it can be concluded that using the discovery learning paradigm to enhance student achievement in Islamic Elementary School is a good idea. With this goal in mind, in order to improve the quality of student learning, teachers incorporate this discovery learning paradigm into their lesson plans.

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