

DISCOVERY LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS

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ABSTRACT

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This journal discusses the use of the discovery learning model in Islamic Religious Education subjects. This study uses qualitative research through a library research approach. This model was chosen because of its flexibility in all the materials taught. The purpose of this study is to develop students' understanding of Islamic teachings and 21st century skills. The implementation of the discovery learning model provides a positive contribution to the development of students' skills and understanding. This model is a reference for teachers in designing effective and relevant learning in Islamic Religious Education.

INTRODUCTION

The quality of a nation's existence is greatly influenced by the element of education. A wise, peaceful, inclusive, and democratic way of life is largely created thanks to education. In addition, the national education system must be reformed to provide competitive and creative education by making changes in the field of education. This demand arises from the need for higher education standards and from advances in science and technology to meet the needs of a growing society. The 2013 Curriculum, which has been a guideline for Islamic Religious Education teachers in developing classroom learning since 2013, is used to compile the learning process in schools today. The use of a scientific approach and genuine assessment is the goal of this learning. The adoption of these modifications has established itself as a

benchmark for developing student competencies that are in line with the demands of 21st century learning, including improving character development, increasing literacy levels, fostering critical and creative thinking, fostering creativity, facilitating collaboration, and improving communication skills in all areas of life. The development of students' attitudes, abilities, and knowledge must be made possible through teaching based on scientific methods created by teachers.

Thus, maintaining a balance between character development and the acquisition of knowledge and skills will produce students with solid and trustworthy personalities. To help these children develop their diverse competencies, teachers must have management skills and the ability to use appropriate learning models. Scientific methods, including inquiry, discovery, problem-based learning, projects, and other related models, are appropriate learning paradigms. Based on their suitability to the basic competencies and learning indicators specified in the learning objectives, a learning model is selected. The discovery learning model is one of the teaching strategies that may be sensitive to the growth of attitudes, knowledge, and abilities. This can be seen from the procedures that include material stimulation, problem identification, data collection, data processing, data verification, and drawing conclusions. Educators strive to deliberately prepare students within the framework of Islamic religious education and morals so that they can understand, believe, and realize Islamic teachings. Students' views and understanding of Islamic teachings will be strengthened through the use of a discovery learning approach in Islamic religious education, so that they can understand real experiences and life as a whole. For all topics, including Islamic religious education, Permendikbud Number 22 of 2016 stipulates that the discovery learning paradigm must be used. The 21st century skills needed by students, such as critical thinking, creativity, effective communication, and collaboration with others to solve difficult problems, are addressed by this paradigm. The reason for choosing this model is because the discovery learning model can be applied to all Islamic Religious Education materials, compared to other discovery models, because the stages are more flexible in all materials taught. While other discovery models may not be suitable for all materials. In addition, in planning, implementing, and evaluating learning, the discovery

learning model is easier for teachers to do. Although it requires extra energy to achieve these stages, this also applies to other learning models. Therefore, the discovery learning model is the right choice to be applied in learning. Based on the description above, it can be seen that the discovery learning model provides a positive contribution to students.

RESEARCH METHODS

This study uses quantitative research methods, data collection techniques used in this study are library research where library research is an activity of collecting materials related to research from scientific journals, literature, and authors. This library study is conducted to obtain theoretical information so that researchers have a strong theoretical basis as a scientific result. The data in this study are based on books and journals that are relevant to be studied by the author. The data analysis technique used in the study is qualitative data analysis where in this study it is in the form of opinions expressed by experts regarding learning media.

RESULTS AND DISCUSSION

Learning Model 1. Definition of Learning Model According to Babbage, Byers, and Redding as quoted by Jamil Suprihatiningrum, learning models can be explained as follows: a. A philosophy that is the theoretical basis and stages of learning techniques that are determined (A broad philosophy with a theoretical basis and a variety of techniques that are determined). b. A philosophy that directs the approach and learning methods that are usually presented as a whole (A philosophy that regulates the approach and methods that are usually presented as a whole). An explanation of the teaching style demonstrated through teaching practices, which explains how students learn (An explanation of teaching styles and suggested teaching practices that explain how students are taught) (Jamil Suprihatiningrum, 2013: 142).

A learning model is a plan or pattern used as a guideline in planning classroom learning, including learning objectives, stages of learning activities, learning environment, and classroom management (Trianto, 2010:51). According to this description, a learning model can be seen as a conceptual and practical guideline for educational experiences that involve a series of processes to achieve learning objectives. 2. Function of Learning Model According to Trianto, the purpose of a learning model is as a guideline for designers/teachers, namely teachers, during the

learning process. However, the content taught, the objectives to be achieved, and the abilities of students all have a significant influence on the selection of a learning model. Each learning model has different stages, so teachers must be able to choose a model that is appropriate to the learning material, learning objectives, and level of student ability. Teachers must also be able to apply the stages in the model to create a diverse learning environment that will attract students' interest and motivation, so that learning objectives can be achieved as expected (Trianto, 2010:53).

3. Characteristics of Learning Models In addition to the definition mentioned earlier, learning models have several additional characteristics:

- a. Having a specific educational goal as its main mission, for example, the inductive thinking model is designed to develop inductive thinking processes in students.
- b. Can be used as a guide to improve teaching and learning activities in the classroom. For example, the synectic model is designed to increase creativity in learning.
- c. Consists of parts called:
 - (1) sequence of learning steps (syntax),
 - (2) principles of reaction,
 - (3) social systems,
 - and (4) support systems.
 These four parts provide practical guidelines for teachers in implementing a learning model.
- d. Influences learning outcomes as a result of the application of the model. These impacts include:
 - (1) learning impacts, which refer to measurable learning outcomes,
 - and (2) accompanying impacts, which include long-term learning outcomes.
- e. Assists in designing instructions using guidelines from the selected learning model. In this case, teaching preparation (instructional design) is adjusted to the learning model used (Nudiansyah and Eni, 2016: 25).

Discovery Learning Model

1. Definition of Discovery Learning Model Jerome Brunner's cognitive instructional approach to discovery learning stands out in education. Brunner defines discovery learning as "an active search for knowledge by an individual that results in a strong understanding." Students in this paradigm are given the option to discover answers and knowledge through their own efforts, in contrast to traditional teaching techniques where teachers directly deliver information. As a result, the discovery learning paradigm is intended to help students discover concepts and principles through their own thinking processes. The concept of this technique is comparable to inquiry and problem-solving methodologies (Tota and Nurdin Bukit: 3).

Discovery Learning Model in Islamic Religious Education and Character Education The Discovery Learning paradigm can be used for Islamic Religious Education and Character Education subjects such as aqidah akhlak, fiqh, history, and hadith from the Qur'an. Before using this strategy, instructors must first pay attention to the content to present an overview of activities in each syntax that can check students' abilities. Discovery Learning in its context is adjusted to reasoning, critical thinking, creativity, and child growth according to their age. Students are only directed to reveal the content, theory, or message clearly. All answers to questions or LKS that have been prepared are already in learning sources such as reference books, but are not presented directly during the learning process; instead, students will compile their own discussion results with their own sentences, and if there are construction activities, they are simple discovery activities. This method will have a major impact on understanding and will last a long time in the memory of students. There are many materials in Islamic Religious Education learning that can be integrated with the discovery learning model, but the level of difficulty for teachers is how to determine the learning activities.

CONCLUSION

In this journal, the use of the discovery learning model in Islamic Religious Education subjects is studied. This learning model was chosen because of its flexibility that allows application to all materials taught in the subject. The discovery learning model aims to develop students' understanding and beliefs about Islamic teachings, as well as help develop 21st-century skills needed by students, such as critical thinking, creativity, communication, and collaboration. The implementation of the discovery learning model in Islamic Religious Education learning provides a positive contribution to the development of students' skills and understanding. Teachers can easily manage and apply this model in planning, implementing, and evaluating learning. The selection of the discovery learning model as a learning approach in this subject is in accordance with the requirements of Permendikbud Number 22 of 2016. Thus, the use of the discovery learning model in Islamic Religious Education subjects helps achieve the expected educational goals, namely developing religious understanding and 21st-century skills needed by students in real life. This model can

be a reference for Islamic Religious Education teachers in designing effective and relevant learning

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