

The Application of Discovery Learning to Improve Students' Understanding of Asmaul Husna Material in Class VII of Kepenuhan Islamic Junior High School in the 2023/2024 Academic Year

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Abstract, This study aims to analyse the application of Discovery Learning method in improving students' understanding of Asmaul Husna material in class VII of Kepenuhan Islamic Junior High School. The research method used was classroom action research (PTK) which was carried out in two cycles. The subjects of this research were students of class VII of Kepenuhan Islamic Junior High School in the 2023/2024 academic year. The instruments used included observation sheets, comprehension tests, and student response questionnaires. The results showed that the application of Discovery Learning was able to improve students' understanding of Asmaul Husna material, which was indicated by an increase in the average score of the comprehension test from the first cycle to the second cycle. In addition, students showed a positive response to this method, which was shown by an increase in active involvement in learning. Thus, the Discovery Learning method can be recommended as an effective approach in learning Islamic Religious Education (PAI), especially in understanding Asmaul Husna.

Keywords : Discovery Learning, Student Understanding, Asmaul Husna, Islamic Religious Education.

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I. INTRODUCTION

Islamic Religious Education (PAI) learning has great significance in the formation of students' religious character. The Asmaul Husna material, which explains the attributes of Allah through His names, is an important part of the PAI curriculum. A deep understanding of Asmaul Husna is expected to increase students' faith and piety (Fauzi et al., 2017).

However, the reality shows that students' learning outcomes in this material are still low, especially in Kepenuhan Islamic Junior High School, where students have difficulty in understanding and applying the concept in everyday life. Initial findings showed that students' daily test scores were below the Minimum Completion Criteria (KKM) (Andreas, 2017).

The low learning outcomes can be attributed to the conventional teaching methods, which are dominated by lectures and memorisation. This approach, although effective in some contexts, tends not to provide space for students to actively explore knowledge (Cintia et al., 2018; Syarif et al., 2020).

Research shows that more interactive learning methods, such as Discovery Learning, can significantly improve student understanding (Syaifulloh et al., 2022). This method encourages students to seek information and discover concepts on their own, thus connecting theory with daily practice (Fitria et al., 2023). Unfortunately, the application of Discovery Learning in the context of PAI, especially on Asmaul Husna material, is still rare, creating a gap between existing teaching methods and innovative approaches that are more in line with the needs of today's students (Sa'diyah & Dwikurnaningsih, 2019).

Based on the problems identified, this study aims to analyse the application of the Discovery Learning method in improving students' understanding of Asmaul Husna material. With the use of this method, it is expected that students will not only be able to understand the concept of Asmaul Husna but also be able to internalise the values contained in it, thus encouraging the

development of the expected religious character (Surur & Oktavia, 2019).

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II. RESEARCH METHODS

The research method that will be used in class action research (PTK) regarding the application of the Discovery Learning method in learning Asmaul Husna. This research will be conducted in the form of classroom action consisting of two cycles. Each cycle includes planning, implementation, observation, and reflection stages (Cahyani et al., 2023; Setiarani et al., 2022). In each cycle, researchers will design and implement a learning programme using the Discovery Learning method and make observations on learning outcomes and student interactions.

The subjects in this study were seventh grade students at Kepenuhan Islamic Junior High School with a total of 35 students. The researcher will focus on

improving students' understanding of Asmaul Husna material on the subject.

The stages of this research consisted of 1) Planning: At this stage, the researcher will develop a lesson plan which includes the selection of materials, learning objectives, and teaching methods using Discovery Learning. 2) Implementation: Carry out the lesson based on the plan that has been made. Teaching will focus on students' exploration activities to discover the concept and meaning of Asmaul Husna independently. 3) Observation: At this stage, the researcher will observe and record students' activities during the learning process, including active participation, students' understanding, and response to the applied learning method. 4) Reflection: After implementation and observation, the researcher will evaluate the results of the cycle that has been carried out to identify the strengths and weaknesses of the applied learning actions. If the results have not achieved the objectives, the researcher will plan corrective actions for the next cycle.

Data will be collected through: 1) Observation: to analyse student engagement and interaction in learning (Anastasha et al., 2021; Setiarani et al., 2022). 2) Interviews with students and teachers to gather deeper information about their experiences during learning using the

Discovery Learning method (Salsabila et al., 2022). 3) Test: to measure the improvement of students' understanding of Asmaul Husna before and after the application of the method (Ningrum et al., 2020).

Data obtained from observations and interviews will be analysed qualitatively, while data from learning outcome tests will be analysed quantitatively to see the increase in students' average scores (Masrurroh, 2022). If in one cycle the results are not satisfactory, the researcher will continue to make improvements until students' mastery of the Asmaul Husna material increases. The researcher hopes that the results of this study can make a positive contribution to PAI learning and help students understand and internalise the values contained in Asmaul Husna better (Ahsanulkhaq, 2019; Nurhayati et al., 2022).

III. RESEARCH RESULTS AND DISCUSSION

The results showed an increase in student understanding after the application of the Discovery Learning method. This research was conducted in two cycles, with the following details:

Cycle 1

In the first cycle, the learning process still experienced some obstacles, such as students who were not familiar with the

Discovery Learning method and there were still students who were passive in the discussion. The average score of the student comprehension test in the first cycle was 65, with learning completeness reaching 57% or 20 students out of 35 who reached the KKM. Details are presented in Table 1 below:

Table 1. Student achievement of KKM in cycle 1

No	Value Category	Number of Students
1	< 60 (Less)	10
2	60-74 (Simply)	15
3	≥ 75 (Good)	10

Based on the observation results, the obstacles faced in the first cycle were:

1. Students are still confused with the exploration-based learning process.
2. Lack of courage in expressing their opinions.
3. The time required to discover concepts is quite long.

From the results of the first cycle reflection, improvements were made by increasing teacher guidance in guiding discussions and adjusting strategies so that students were more active in exploring the concept of Asmaul Husna.

Cycle 2

In the second cycle, the learning strategy was improved by providing more initial guidance before students explored the material independently. The results

showed significant improvement. The average comprehension test score increased to 80, with learning completeness reaching 86% or 30 students out of 35 reached the KKM. Details are presented in Table 2 below:

Table 2. Achievement of students' KKM in cycle 2

No	Value Category	Number of Students
1	< 60 (Less)	3
2	60-74 (Simply)	7
3	≥ 75 (Good)	25

The questionnaire results showed that 80% of students felt more motivated in learning using the Discovery Learning method, and 85% of students stated that this method helped them understand the Asmaul Husna material better.

Improvements made in the second cycle include:

1. Provide clearer exploration examples before students search for concepts on their own.
2. Increase the teacher's role as a facilitator to motivate student discussions.
3. Provide joint reflection at the end of the session to strengthen students' understanding.

The increase in student understanding between cycle 1 and cycle 2 can be seen in Figure 1 below:

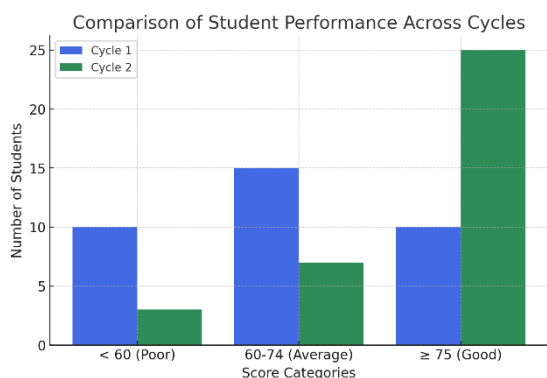


Figure 1. Graph of the increase in student understanding

From the results of both cycles, it can be concluded that the application of the Discovery Learning method is effective in improving students' understanding of Asmaul Husna material. A significant increase can be seen from the students' average score and level of engagement in learning.

IV. CONCLUSION

Based on the results of the research that has been conducted in two cycles, it can be concluded that the application of the Discovery Learning method can improve students' understanding of Asmaul Husna material in class VII of Kepenuhan Islamic Junior High School. This is evidenced by the increase in the average student score from 65 in the first cycle to 80 in the second cycle, as well as the increase in learning completeness from 57% to 86%. In addition, students showed a positive response to this method, as seen from their

increased active involvement in the learning process.

The Discovery Learning method is proven to help students find and understand the concept of Asmaul Husna more independently and deeply. Therefore, this method can be used as an effective learning strategy in teaching Islamic Religious Education, especially in the material of Asmaul Husna. As a recommendation, teachers can continue to develop and adjust the application of this method to be more optimal in improving student understanding.

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