

Implementation of Discovery Learning Model in Islamic Religious Education and Character Subject at the Islamic Elementary School Khalifah Palu

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ABSTRAK

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This article discusses how to implement Discovery Learning in Islamic Religious Education Subjects at the Islamic Elementary School Khalifah Palu in Grade 6, focusing on the Planning stage. The research method used was descriptive qualitative with data sources from school principals and Islamic Religious Education teachers. Data collection techniques were interviews, observation, and documentation. Then, the data processing techniques used data reduction, data presentation, and conclusions. The results showed that Islamic Religious Education Teachers, especially in grade 6, in implementing Discovery Learning are planning beforehand. In practice, the planning stage begins with a meeting with the other Islamic Religious Education teacher. In the meeting, the lesson plan was formulated to be submitted to the principal for review before it was finally decided. The components in the lesson plan focus on the basis and objectives of the implementation of the Discovery Learning Model, such as determining learning objectives, observing the suitability of the material with the discovery learning model, identifying the character of students, designing and compiling stages and learning materials, and designing process assessment sheets and instrument items.

1. Introduction

Learning is one of the most important components in each type and level of education because, without a learning process, it can be said that there has never been education (Syaiful Sagala, 2010). Learning is a behavior transformation because of the interaction between the individual and the environment. There is a continuous, gradual and rotating sequence of events that is carried out in an integrated manner called a process. It is a comprehensive process that can color and characterize learning (Oemar Hamalik, 2008).

Learning today is known as 21st Century learning which is focused on critical thinking skills, high literacy skills, and guidance on strengthening characters, as well as good collaboration and communication skills. 21st-century learning that carries a scientific approach as a base project in designing learning is expected to develop students' attitudes, skills, and knowledge (Salim Wazdy and Suyitman, 2013). Therefore, the balance of character inculcating and the development of knowledge accompanied by the ability of skills can make students capable and tough.

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Implementation of Discovery Learning Model in Islamic Religious Education and Character Subject at the Islamic Elementary School Khalifah Palu

Teachers should be able to implement learning models that are right on target in developing all the potential and competencies of these students. Learning models that are in accordance with the scientific approach are inquiry, discovery, problem-based, projects, and other relevant learning models.

The selection of a learning model must be adjusted to the basic competencies and learning indicators contained in the learning objectives. One of the learning models that can accommodate the achievement of the attitudes, knowledge, and psychomotor domains is the Discovery Learning model. (Rahmah Johar, 2012).

The application of the Discovery Learning model is a demand from the regulation of the Minister of Education (PERMENDIKBUD) no. 22 of 2016. It is used in all subjects, including learning Islamic religious education, because the discovery learning model can provide solutions to develop and improve 21st-century skills needed by students today..

The implementation of the Discovery Learning model in learning Islamic Religious Education and character in Integrated Islamic Elementary Schools is interesting to study because of their success in presenting attractive learning models. An example can be seen in the Khalifah Palu Islamic Elementary School, which is one of the most famous and favorite schools in Palu. However, the teacher must do careful planning so that the implementation does not experience obstacles. If the planning is not carried out optimally, it will be a problem during its implementation in learning.

Departing from the above background, the focus of the problem is the implementation, that is, the planning process, which aims to find out the extent of the planning carried out by the 6th grade Islamic Religious Education Teachers at the Khalifah Palu Islamic Elementary School in the Implementation of Discovery Learning.

2. Literature Review

Discovery Learning is one of the most influential cognitive instructional learning models pioneered by Jerome Brunner. Brunner argues that discovery learning is in line with the principle of humans who have the nature to seek knowledge and produce good results actively and try maximally to find a solution to the problem. The knowledge that accompanies the problem-solving process will produce new and meaningful knowledge. (Trianto, 2007).

Discovery learning is a teaching model which emphasizes the importance of a teacher helping students to understand the structure or main idea of a scientific discipline so that students are actively involved and believe in learning through personal discovery (Richar I. Arends, 2008).

The application of discovery learning consists of several stages: planning, implementation, and evaluation. The planning stage includes several things: determining learning objectives, identifying student characteristics, selecting subject matter, determining topics that students must study, developing learning materials in the form of examples and assignments, arranging lesson topics from simple to complex, as well as assessing the process and learning outcomes of students. While at the implementation stage, the teacher is expected to be able to apply discovery learning with steps that begin with stimulating students by asking questions, allowing students to identify problems related to the lesson material, then giving them the opportunity to explore and collect as much information as possible. After that, students are directed to process the obtained information for later interpretation. In the next stage, students are given another opportunity to re-examine the information that has been interpreted to prove its truth, and the final stage is to conclude from the information obtained and interpreted in the stages above (Muhibbin Shah, 2007).

The steps for implementing discovery learning above are still very general and are applied at a higher level than elementary school. However, the steps or procedures above can be modified and adapted to be applied to elementary school students.

As stated by Sanjaya (2013), a plan must start with determining the goals to be achieved by conducting observations or analyses tailored to the needs. From the analysis, the steps that must be taken to achieve that goal can be determined. The same thing was also said by Sondang P. Siagian (2003) that a plan is a whole process of thought and determination carried out in a planned and mature manner related to things that will be done in the future in order to achieve the predetermined goals. From the explanation related to planning above, it can be concluded that planning contains at least three components that need to be carried out, namely: 1) Determining goals, 2) Analysing supporting resources, 3) the existence of strategies that are carried out to achieve goals. These three components also apply to the implementation of the discovery learning

model. When planning, teachers must determine goals, analyze the supporting resources they have, and determine strategies or steps to implement the discovery learning model.

3. Methodology

This is field research using a descriptive qualitative approach. Sources of data are school principals and Islamic religious education teachers. Data collection was done by using interviews, observation, and documentation methods. Data processing techniques were carried out using data reduction, data presentation, and conclusions.

4. Results and Discussion

Khalifah Palu Islamic Elementary School is one of the elementary schools that has implemented 21st-century education, which is a form of learner-centered learning. The teacher, in this case, is a facilitator who more often assists and guides students in learning. In addition, it is the only private elementary school in Palu City that will become the first batch of *Sekolah Penggerak* (Motivating Schools) from the Ministry of Education, Culture, Research, and Technology in 2021.

In the learning process, Islamic Elementary School, Khalifah Palu has implemented Discovery Learning in Islamic Religious Education subjects at all grade levels. From the results of this study, the researchers obtained information that in the implementation of discovery learning, the teachers had done planning before starting the lesson. The planning includes a) observing the material by seeing whether it is appropriate and can be used in the Discovery Learning model, b) Determining Learning Objectives, c) Identifying the students' character, d) designing and compiling stages and learning materials, e) designing process assessment sheets and item instruments.

The steps taken by the teacher at the planning stage mentioned above are supported by a statement from the principal, who said that at the beginning of the semester, before starting learning, the teachers had submitted a learning implementation plan (RPP) to be signed and approved by the principal. On another occasion, the researcher also saw firsthand the lesson plans for Islamic religious education subjects.

A learning plan carried out in a planned and careful manner will produce good quality and output as well. Ningsih, a Grade 6 Islamic Education teacher, stated that in the planning stage, they compiled the RPP. The 6th grade Islamic Religious Education teachers held a meeting at the beginning of the semester regarding what components must be in the preparation of the RPP, especially in the implementation of discovery learning. The teacher sets the learning objectives, arranges learning activities, determines and develops teaching materials, analyzes the characteristics of students that are useful when dividing groups, makes an assessment of learning activity process, and makes test questions.

In essence, learning can run well, depending on the teacher's understanding and mastery of the learning model. Therefore, in the implementation of discovery learning, the understanding and mastery of teachers in the planning stage need to be a special concern. In addition, teachers need to look carefully at the suitability of the material with the learning model in preparing lesson plans. This suitability not only makes it easier for teachers to apply the model but also makes it easier for students to follow the stages in the learning process that the teacher has prepared.

Aspects of accuracy also need to be considered by every teacher. Accuracy of the components contained in the lesson plans is a must for every teacher who wants to apply a learning model. Teachers need to carefully understand these components, which form the basis for the planning stage of the implementation of discovery learning.

5. Conclusion

From the results of the above discussion, it can be concluded that the Khalifah Palu Islamic Elementary School has carried out 21st-century characteristic learning, for example, in learning Islamic Religious Education using the Discovery Learning model.

***Implementation of Discovery Learning Model in Islamic Religious Education and Character Subject at the Islamic Elementary School
Khalifah Palu***

In its implementation, teachers have made plans by paying attention to aspects that need to be done in a plan. This is indicated by the existence of a lesson plan containing components that consider all essential aspects of a plan, such as observing the material to see whether it is appropriate and can be used in the Discovery Learning model, determining the Learning Objectives, identifying the students' character, designing and compiling the stages and learning materials, and designing process assessment sheets and instrument items.

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