

The Importance of the Discovery Inquiry Learning Method in Islamic Religious Education Subjects to Improve Student Learning Achievement

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ABSTRACT

Islamic Religious Education Learning is a series of efforts, namely equipping students with various knowledge, understanding, and values derived from Islamic religious teachings. To achieve optimal results, educators are expected to be able to implement the development and improvement of learning models that support the achievement of learning objectives. Among the effective learning models is the inquiry discovery learning model. Inquiry discovery learning is a series of learning activities that emphasize the process of critical thinking and analysis to find the answer to a problem in question. The purpose of this research is to answer the main problem: How is the Application of the Inquiry Discovery Learning Method in Islamic Religious Education Subjects to Improve Student Learning Achievement in SMP Negeri 3 Palu? What are the Advantages and Disadvantages of the Inquiry Discovery Learning Method in Islamic Religious Education Subjects to Improve Student Learning Achievement? The compiler uses a type of qualitative research with a descriptive method, which is a type of research that relies on systematic reasoning of the relationship of two or more objects through logic and common sense. The results of this study show that first, the application of the inquiry discovery learning method in PAI (Islamic Religious Education) subjects is carried out in 3 stages: planning, implementation, and evaluation. Second, the advantages of applying the inquiry discovery learning method are that it provides freedom to students according to the style and tastes of students so that the learning process is not boring.

1. Introduction

Islamic Religious Education Learning (PAI) is a series of efforts, namely equipping students with various knowledge, understanding, and values derived from Islamic religious teachings. PAI is a designation of one of the subjects that must be learned by Muslim students or students to complete the education period at a certain level. Islamic Religious Education is one of the subjects that contains several aspects, namely Aqidah Akhlak, Al-Qur'an Hadith, History of Islamic Education, Fiqh, and others. Given the importance of religion for the development of human personality, one of the right efforts is to provide opportunities for children in public schools to learn PAI. In the course of the learning process, the classroom still focuses on

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educators as the main source of knowledge, and then in transforming science, the main choice used is lectures. Likewise, in the PAI learning process, it is still often found that the learning methods used by educators are less varied. Even with the application of curriculum development, the educator's learning process should be sufficiently supportive and adequate but not optimal and conducive enough due to educators' teaching methods that are less varied. The learner in the classroom sits around for hours, but during that time, his focus and mind do not absorb what the educator transforms. Students are less active and involved during the learning process both in terms of paying attention to feeling the learning that takes place. As a result, the lessons taught do not imprint on the minds of students. As a result, the resulting achievements are not good. To go towards efficiency in managing education and to be able to develop the potential of students optimally, a systematic and directed learning strategy is needed. One of the efforts offered to develop the potential of students optimally and improve student learning outcomes is Inquiry Discovery Learning.

The Inquiry Discovery Learning method is part of a series of learning activities that involve the maximum of all the abilities of students or students to search and investigate systematically, critically, and logically so that they will be able to find their own knowledge, attitudes, or skills as a form of behavioral change so that students can make their own discoveries with pride and confidence (W. Gulo, 2014). Inquiry Discovery Learning encourages students to find and transform the information obtained, check new information with what is already in their memory, and develop it into information or its ability in accordance with the times. The Inquiry Discovery Learning method has been widely applied in public and private schools in Indonesia, both at the equivalent of Elementary School (SD), Junior High School (SMP) level equivalent to Senior High School (SMA) level and equivalent. SMPN 3 Palu is one of the leading public schools in Central Sulawesi that has applied the Inquiry Discovery Learning method in its learning.

In this regard, the description of the problem formulation discussed in this study is: How is the Application of the Inquiry Discovery Learning Method in Islamic Religious Education Subjects to Improve Student Learning Achievement in SMP Negeri 3 Palu? What are the Advantages and Disadvantages of the Inquiry Discovery Learning Method in Islamic Religious Education Subjects to Improve Student Learning Achievement in SMP Negeri 3 Palu? The purpose of this study is to know and analyze the application of the Inquiry Discovery Learning method in Islamic Religious Education Subjects to Improve Student Learning achievement in SMP Negeri 3 Palu and to find out and analyze the advantages and disadvantages of the discovery learning inquiry method in Islamic Religious Education Subjects to Improve Student Learning achievement in SMP Negeri 3 Palu.

2. Literature Review

2.1 The Understanding Of Inquiry Discovery Learning Method

Inquiry comes from English, namely inquiry which means in-depth question, inquiry, or examination. Inquiry is broadly defined as a general process by which humans seek or understand humans. Inquiry is an expansion of the discovery process that is used more deeply (Aris, 2014). Looking at this definition, inquiry learning is a way of learning by search and discovery. In the process of teaching and learning activities in the classroom and outside the classroom with the inquiry model, an educator in presenting learning materials is not in final form (intact from beginning to end) in other words, the educator only presents part of it. The rest is left to the learners to search and find it themselves. Then, educators provide the widest possible opportunity for students to get what has not been conveyed by educators with a learning approach. Inquiry is an extension of the discovery process that is used more deeply. Discovery learning is the starting point for an active learning model developed by education experts in schools that prioritize the concept of discovery-based learning (Warsono, 2015).

Discovery learning is a teaching model that establishes the important principle of helping students to know and understand the structure or key ideas of a discipline, knowledge of the involvement of students in the teaching and learning process, and the belief that good learning occurs through personal discovery (Richard, 2008).

2.2 The Purpose and Benefits Of Inquiry Discovery Learning Method

The main purpose of using the inquiry discovery learning method is to direct and improve the abilities of learners, both cognitive and affective abilities and other abilities. It all happens inseparably from the purpose and planning of teaching (curriculum). Benefits of inquiry discovery learning method (B. Suryabroto, 2002). 1) Students learn to think of crises and are able to analyze and try the problems they face, as a result, this habituated ability will be used in their community life. 2) Students learning how to identify can only be achieved effectively through the process of making discoveries. 3) This learning method will increase the intellectual potential of students. 4) Through this method, learners are given the opportunity to

search and discover things that are interconnected through their own observations and experiences. 5) Through one's own discovery and self-investigation, the results obtained will be long-lasting in memory and not easily forgotten.

2.3 Learning Characteristics Inquiry Discovery Learning Method

According to Cleverly as quoted by Abidin, put forward several characteristics of inquiry discovery learning, namely: 1) The ability to think critically, inquiry discovery learning theory requires children to think critically. 2) Facilitating, Inquiry discovery learning theory always facilitates students with various open-ended questions. 3) Flexible, inquiry discovery learning theory is a flexible learning model by giving students freedom in choosing topics and carrying out research. 4) Based on an interdisciplinary approach, inquiry discovery learning theory is related to various disciplines. 5) Open, inquiry discovery learning theory is based on open intrinsic elements as facilitating attributes with flexible conditions. 6) Problem solving, inquiry discovery learning theory is always intended so that students are able to solve problems. 7) As a learning resource, inquiry discovery learning theory is implemented by involving various learning sources. 8) Personal responsibility, inquiry discovery learning theory encourages learners to develop character responsible for the learning activities they do. 9) Independent, inquiry discovery learning theory develops students to be able to learn independently with confidence.

2.4 The Process of Implementing the Inquiry Discovery Learning Method

In general, the process of implementing inquiry discovery learning according to (Hamruni, 2011) in his book Learning Strategy is as follows. 1) orientation, Orientation is a step that is used to create a learning atmosphere or responsive learning climate. Here educators prepare students to be ready to follow learning. This step is a very important step where educators stimulate and invite students to think about solving problems. 2) Formulating problems, Formulating problems is a step to direct students to a problem / problem in which it contains puzzles. The problems presented spur students to solve the puzzle. In inquiry learning, the process of finding answers to puzzles is very important. Through this process learners gain become independent and gain invaluable experience. 3) Formulating Hypotheses, Hypotheses are provisional answers to riddles or questions given by educators. Because it is only a provisional answer, the hypothesis must be tested for correctness. 4) Collecting data, In the data collection stage, students carry out activities to capture the information needed to test hypotheses. Collecting data is a very important mental process in the development of students' intelligence. 5) Testing Hypotheses, Testing hypotheses in the process of determining answers that are considered acceptable and in accordance with information obtained based on data collection. 6) Formulating Conclusions, Formulating conclusions is the process of describing the findings of students obtained based on the results of hypothesis testing. Problem formulation is the culmination of learning so that the conclusions formulated are accurate and precise. In this case, educators show learners which data is relevant.

2.5 Student Learning Achievement

Achievement is the result of an indicator of the development and progress of students in their mastery of the learning materials that have been given by educators to students. This is supported by the opinion expressed by Nasrun Harahap et al., which is quoted by Syaiful Bahri that achievement is an educational assessment of the improvement and progress of students which is the same as the mastery of learning materials distributed to students and the values in the curriculum.

2.6 Islamic Religious Education Learning

According to Muhammad Fadhil al-Jamali quoted by Abdul Mujib and Jusuf Mudzakkir stated "Islamic religious education is an effort to develop, encourage, and invite humans to progress based on high values and noble life, so that a more perfect person is formed, both related to reason, feelings and deeds" (Abdul Mujib, 2010). The description shows that Islamic Education is an activity that directs deliberately one's development, in accordance or in line with Islamic values. In addition, Islamic Education can be described as a system that brings people towards the happiness of the world and the Hereafter through knowledge and worship. Because Islamic education brings people to the happiness of the world and the Hereafter.

2.7 The Functions and Objectives of Islamic Religious Education

According to (Abdul Majid, 2010), the function of Islamic Religious Education is. 1) Development, namely to increase the faith and piety of students to God that has been instilled in the family environment. 2) Instillation of values, as a guideline for life to achieve happiness in this world and hereafter. 3) Mental research, to adjust to the environment both physical environment and social environment. 4) Improvement, to improve the error and duration of students in belief, understanding and experience in everyday life. 5) Prevention, to fortify students from negative things in everyday life. While the purpose of

religious Islamic education is to form human kamil or future generations as heirs, namely to enhance moral values to achieve akhlakul karimah (Abdul Mujib, 2010)

2.8 The Scope Of Islamic Religious Education

The scope of Islamic Religious Education is to include harmony, harmony, from the balance between human relationships with fellow humans, human relationships with themselves, and human relationships with other creatures in their environment. According to PERMENDIKNAS RI NO. 22 of 2006 the scope of Islma Junior High School religious education includes the Qur'an and Hadith, Aqidah, Morals, Fiqh, Islamic Date / History.

3. Methodology

Answering the main problem, the compiler uses a type of qualitative research with a discriptive method, which is a type of research by relying on systematic reasoning of the relationship of two or more objects through logic and common sense, justification on the basis of relevance, chronology or corehence of human reason. Data sources in this study are primary data and secondary data. Data collection is carried out by observation techniques, interview techniques, and documentation techniques. After a number of data is collected, the next step is to analyze the data with 3 stages, namely data reduction, data presentation, and data verification. Data crunching is done by participation, increasing observation persistence, and trregulation.

4. Results and Discussion

4.1 The Application of the Inquiry Discovery Learning Method in Islamic Religious Education Subjects at SMP Negeri 3 Palu

PAI subject educators at SMP Negeri 3 Palu have applied the Inquiry Discovery Learning method. There are 3 (three) stages in the process of applying the inquiry discovery learning method to PAI courses to improve student achievement at SMP Negeri 3 Palu, namely: 1) The Planning, Islamic religious education learning activities are one of the subjects in schools that are required with the content of Islamic life values, need to be pursued through good learning planning in order to produce good students as well. An educator must make a lesson plan before carrying out learning activities. Planning carried out by educators or teachers of Islamic education subjects at SMP Negeri 3 Palu includes learning plans containing: basic competencies (KD), competency achievement indicators (GPA), learning objectives, learning resources, learning steps, and assessment scenarios. 2) The Implementation / application, Implementation / application of inquiry discovery learning methods in educational subjects at SMP Negeri 3 Palu consists of six steps, namely orientation, formulating problems, testing hypothesisions, and formulating conclusions. 3) Evaluation, The evaluation carried out by Islamic religious education lesson educators of SMP Negeri 3 Palu refers to three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects of students. There are several exams applied by SMP Negeri 3 Palu, namely daily exams, semester exams, and practical exams. With the application of the inquiry discovery learning method, the value of students is satisfactory.

4.2 The Advantages and Disadvantages of the Application of the Inquiry Discovery Learning Method in Islamic Religious Education Subjects at SMP Negeri 3 Palu

The application of inquiry discovery learning methods in learning has a positive impact on educators and students. The inquiry discovery learning method awakens the intellectual potential of students because it only uses its intellectual potential to think. The advantage of applying the inquiry discovery learning method is that it provides freedom to students according to the style and tastes of students so that the learning process is not boring. Another positive impact of applying this method is to help students use mind memory in transferring their concepts to new learning process situations. This process helps students obtain extrinsic rewards and instinctive rewards. Extinsic reward is the success of learning outcomes such as getting good grades. While instinctive reward is self-satisfaction in the process of finding your own answers from a study, especially the answers obtained by students are correct.

The application of the inquiry discovery learning method not only has advantages and positive values but also has several disadvantages and internal and external constraints. Internal obstacles faced by Islamic religious education teachers are the difficulties of educators in implementing the teaching-learning process using the inquiry discovery learning method. The

learning strategy of the inquiry discovery learning method is one of the newly applied methods, especially in Indonesia. As a new method, there are some difficulties and challenges in its application. Since a long time ago, embedded in the learning culture of students, students only receive learning material from educators as teachers or teachers who are the main source of teaching and learning. Because the culture that was formed for a long time has become a habit so that when there is a new learning pattern that emphasizes the learning process as a thought process, students find it difficult to breastfeed it. Another internal obstacle is that implementing and carrying out the application of the inquiry discovery learning method requires a lot of time, so educators sometimes have difficulty adjusting the specified time. Moreover, if educators are less specific in formulating questions or problem puzzles well to students in a directed manner, then students will be confused and do not understand so that educators need more time to clarify. Meanwhile, the external obstacle faced by Islamic religious education teachers in the application of the inquiry discovery learning method at SMP Negeri 3 Palu is when the learning process has electricity failure so that the internet cannot be accessed by educators and students.

5. Conclusion

Based on the focus of research, data exposure, and discussion after discussion, the results of this study can be concluded as follows. PAI subject educators at SMP Negeri 3 Palu have applied the Inquiry Discovery Learning method. There are 3 (three) stages in the process of applying the inquiry discovery learning method to PAI courses to improve student achievement at SMP Negeri 3 Palu. 1) Planning: Planning carried out by educators or teachers of Islamic education subjects of SMP Negeri 3 Palu includes learning plans containing basic competencies (KD), indicators of competency achievement (GPA), learning objectives, learning resources, learning steps, and assessment scenarios. 2) Implementation/application: Implementation/application of inquiry discovery learning methods in educational subjects at SMP Negeri 3 Palu consists of six steps, namely orientation, formulating problems, testing hypotheses, and formulating conclusions. 3) Evaluation: The evaluation carried out by Islamic religious education lesson educators of SMP Negeri 3 Palu refers to three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects of students. There are several exams applied by SMP Negeri 3 Palu, namely daily exams, semester exams, and practical exams. With the application of the inquiry discovery learning method, the value of students is satisfactory.

The advantage of applying the inquiry discovery learning method is that it provides freedom to students according to the style and tastes of students so that the learning process is not boring. The disadvantage is that in its application, the inquiry discovery learning method requires a lot of time, so educators sometimes have difficulty adjusting the specified time.

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