



IMPLEMENTATION OF DEEP DISCOVERY LEARNING METHOD IMPROVING STUDENT LEARNING OUTCOMES IN SUBJECTS FIQH IN MADRASAH ALIYAH

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Abstract:

Global changes and demands for scientific progress The background for this research, as a fiqh teacher should be we can create learning that produces quality Education. So teachers have to anticipate it in various ways various learning methods and models that can improve student exploration and contribution so as to improve results student learning using the discovery learning method. In this research we focus on two problem points: (1) how implementation of discovery learning learning methods in increase students' understanding of fiqh subjects in MA Nurul Jadid? (2) how will student learning outcomes improve after through discovery learning methods in subjects fiqh at MA Nurul Jadid. The aim of this research is to know the discovery learning method in fiqh subjects and to determine the development and effectiveness of the discovery method learning in fiqh subjects at MA Nurul Jadid. This research is a qualitative research. Approaches and types used is descriptive research. Descriptive research is a form of research intended to describe or describe phenomena well with make a description of the problems identified. Technique Data collection here is through interviews structured, observation, passive participants and documentation. Analysis data by collecting data, data reduction process, presentation data as well as withdrawal/verification or what is called a conclusion. The data checking technique uses degree criteria trust, transferability, luck and certainty. The results of research conducted by researchers include: The implementation of discovery learning begins with providing a stimulus and questions about the material on ijtihad and madzhab in the book In the second class XII fiqh lesson, student learning outcomes were higher than before using the discovery learning method.

Keywords: *discovery learning, learning outcomes, jurisprudence*

INTRODUCTION

Education represents a collective effort in which educators deploy knowledge, empowering students to dynamically develop their potential in spiritual, religious, personality, intellectual, and dimensions moral, in line with societal and national needs. (Aisyah, 2022) By Therefore, as students, our obligation is to explore knowledge, especially studying Islamic teachings. Congruence of roles and internal goals the field of education underscores the common goal of instilling practical skills within the individual, thereby enabling navigation skillfully navigate the complexities of life. This, in turn, requires development of capable human resources, who are actively involved in a multifaceted learning process. In this complex framework, educators play an important role. They act as architects of engaging and learning strategies fun designed not only to motivate students but also to facilitate in-depth understanding of the subject matter. Objective The main thing is to grow not only human resources able to absorb information

but also actively participate and contribute regarding the ongoing educational journey. In revealing complexity of successful learning, the instructor emerges as a factor most importantly. Their ability to devise compelling strategies and pleasing students is the main key, fostering motivation and ensure a solid understanding of the material. Therefore, elements humans in education, especially student dynamics, is something that is important indispensable for the holistic success of educational endeavors. Teaching in The learning context does not only have material providing material but what if the student could understand what he was learning and also and how the student will be happy when Study. (Sumianingrum, 2017).

One of the important Islamic religious education subjects is fiqh (Furudhul 'ainiyah). Where the study of fiqh is very important for human life, especially for students, this fiqh lesson becomes a lesson basic because it can differentiate between haram and halal things. (Wahid, Abdul Hamid, Muhammad Mushfi El Iq Bali, 2021) In the learning process The 2013 curriculum requires student activity and changes in learning teacher-centered learning becomes teacher-centered learning student. The main aim of Fiqh learning materials is to provide knowledge and understanding of Islamic law. Additionally, stated that the study of fiqh, having a clear practical nature, ensures application the principles of Islamic law carefully and expertly. When individuals are involved in worship that is directed solely to Allah and worship together, Student educational outcomes are interpreted as a product of the learning process complex, measured by the depth of understanding achieved during learning period. This implies that the effort was successful any learning depends on thorough evaluation. Educators particular underscores the idea that efficacy and quality learning is most visible when the majority of students are actively engaged in an educational environment. In this context, teaching is more than just conveying information; it is a dynamic interaction between educators and learners. Active learning is realized when students become contributors integral in the learning process. The choice of strategic teaching methods has an influence big influence on the dynamics of teaching and learning. The student's anticipated proficiency is closely related to the application of harmonious teaching methods or models with specified educational goals. The consequence, reform education mandates the incorporation of different teaching methods improve student learning outcomes, especially in the field of fiqh.

One such method, which is considered appropriate within the framework constructivist, is a discovery learning method, which is also known as guided discovery. This approach is rooted in learning inquiry-based and underlying theories regarding acquisition mechanisms knowledge. (Hafshah Nur Afifah, Muhyani, 2019) Discovery learning give students the opportunity to grapple with a problem or scenario real world, and begin independent problem-solving efforts. This matter not only encourage students to find their own solutions but also foster the capacity to think critically and develop solutions independently based on the experience found. The incorporation of discovery learning methods stands as a transformative approach capable of refining the intricacies classroom learning experience. Beyond the surface benefits, The philosophy underlying this method is very broad, providing a broad emphasis significantly on students' dynamic engagement and their active participation throughout the learning journey. Important challenges faced by students, involving problems that have been pre-arranged by educators, inhibiting the mobilization of cognitive abilities and skills them thoroughly in various solving scenarios problem. (Salo, 2017) Based on empirical evidence and observational findings, the application of discovery learning is emerging as a strategic asset, which offers a variety of benefits not only in perfecting and improve students' skills but also in encouraging improvement cognitive processes. Taking inspiration from the theories of Piaget and Bruner, the statement is that students must take an active role in their learning experience. The core principle of learning through discovery mandates that students organize the intricacies of the lesson into a coherent form in harmony with their cognitive capacities continue to develop. The transformative potential of discovery learning lies in its ability to reinforce class dynamics by actively involving students. The problem is presented in this approach, unlike existing challenges previously, requiring

students to mobilize the entire cognitive repertoire and their expertise, driving discovery through a research-oriented process tight.

In the contemporary landscape of Society 5.0, a paradigm shift from previous societal phases, metamorphosis in the education system become real. This era, which is closely related to the demands of the 21st century and the very high speed of technological progress, emphasizing its importance discovery learning method. Within this framework, students are empowered to utilize technology, not just as a tool but as a means to explore references, improving their ability to articulate and explain the ins and outs of their learning journey. The conditions found in the Discovery learning method are students Learning is more enjoyable because students are given the freedom to develop and placing them as learning subjects for creative discovery a concept by solving the problems faced in learning and daily life. Here it is possible that students can learn and be more motivated from within to learn. In the opinion of the teacher at Madrasah Aliyah Nurul Jadid, he is an ustadzah Afrida Nur Laili as a fiqh teacher at MA Nurul Jadid, (Afrida, 2023) which The author interviewed him on Sunday 26 November 2023 convey that using this method is useful for students, because that way students can express what they know for example in the fiqh package book in chapter 2 there explains about sadduz dzari'ah, which means covering the path to immorality, is only explained there an example of an intoxicating drink that leads to damage. Here He told the children to create examples that they would understand like smiling is worship but when smiling to someone other than the mahrom is sin. That's why he used this method.

RESEARCH METHODS

In this research, researchers used qualitative research methods with a descriptive approach with the aim of collecting data and describe real variables, symptoms, conditions and situations according to the author's point of view according to the phenomena that exist in MA Nurul Jadid Paiton Probolinggo. The use of this type of research with this approach was carried out in one unified system in the form of programs, activities, activities, or a particular group of individuals related by a particular place, time and ties in MA Nurul Jadid Paiton Probolinggo. What instruments are used? observation, interviews and documentation. Observations, interviews and documentation in this subject engages participants with open-ended questions, which allows the collection of differentiated and comprehensive information. With the type of data used, primary data and secondary data. Primary data This was obtained carefully through in-depth interviews conducted with key informants who in this case are educators responsible for teaching Fiqh subjects. Uniformity The methodology enriches the data set, encouraging more understanding comprehensive on the subject matter investigated. Meanwhile secondary data relates to data that includes school profiles and organizational structures, facilities and infrastructure, the condition of teachers, and the condition of active students at school. The data analysis technique chosen is the mile and interactive data analysis technique hubermen where this data has 3 flows, namely data reduction, data presentation, and drawing conclusions or verification.

RESULTS AND DISCUSSION

The process of applying the discovery learning method to fiqh subjects in MA Nurul Jadid

Application of teaching methodology in the Fiqh curriculum at MA Nurul Jadid pays great attention to the RPP which is carefully prepared and determined at the beginning of each semester. In this context, this institution provides great autonomy to educators, giving them freedom to select and implement teaching methods adapted to increase the depth of understanding in Fiqh subjects. this principle explained in the insight shared by the Deputy Principal of the Field MA Nurul Jadid Curriculum: "The answer is definitely yes, which means that we if you want to see that It can be seen from each RPP, then there really are no restrictions For teachers, the most important thing is that it is student-centered and then what? increase students' impression in learning. of course between methods and The determining thing is the models and methods that

attract students so that they are happy, because the children at the Islamic boarding school already have them Full activities, especially at night there are joint learning activities, namely studying which is studied in Islamic boarding schools or. learning created by students themselves so that the students' energy is drained and the impact is in the morning they feel sleepy, lazy, so their enthusiasm for learning is delayed except for students in superior programs, why is that because there is giroh the learning appears so they have to be active to achieve it.” (Naim M, 2024)

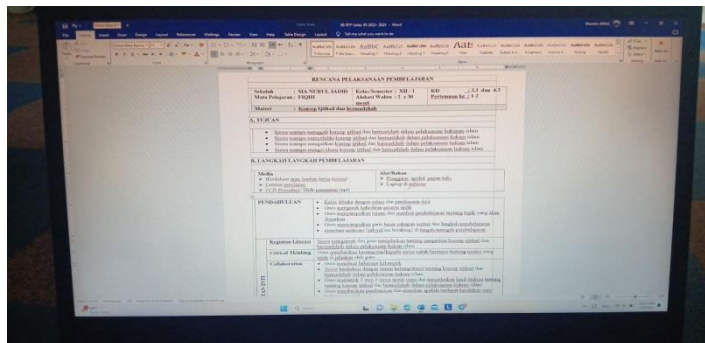


Figure 4.1 Example of lesson plan

From the fiqh subject teacher at MA Nurul Jadid he said that the process of implementing the discovery learning method is as follows: "Basically, that's what discovery learning is, so the children are present the material then there is a question and answer session, and then as a teacher or as the one in front of me summarize/compute/conclude/explain in more detail, making them simply, this is what is discussed, like making a map the concept, making the schemes came from me. So they just stuck in the text in the book, so they just take those points and after that I summarize or conclude. ” (Afrida N.L, 2024) In implementing learning methodology, educators use discovery learning method, a nuanced approach that involves careful planning at the start of the semester. Throughout the process learning, the teacher elaborately introduces stimuli, proposes thought-provoking questions, open-ended questions, and articulate complex problems. The goal is to guides students towards higher order thinking, stimulates exploration intellectual. Teachers actively engage students by presenting questions, articulate the problem, and lead them to explore various data sources. This method is more than just exploration, encouraging students to explore the depth of the data collected. Next, students do rigorous data analysis process, carefully processing information to validate its accuracy. The culmination of this investigative journey culminates on a comprehensive presentation in front of the class, where students reinforce their findings. This pedagogical strategy not only encourages active participation but also foster critical thinking skills, cultivate an environment of intellectual curiosity and collaborative exploration. The main thing is, application of discovery learning methods into educational experiences which is dynamic and in-depth, prioritizing a deep holistic approach acquisition of knowledge.

The teacher's role in supporting and facilitating the discovery method learning in the context of fiqh at MA Nurul Jadid

After the learning stimulation given by the teacher has been implemented now what is the role of the teacher in supporting and facilitating the method this discovery learning. Teachers seriously encourage female students to delve deeper into the world of literature, encouraging them not to limit themselves the reading is on the prescribed textbook but to explore a variety of references, with a special focus on the intricacies of Fiqh. The goal is to foster a more dynamic learning experience and immersive, creating an interactive educational atmosphere that ignites and support students' enthusiasm for learning. In this approach, teachers champion the proactive role of students in their educational journey, motivate them to expand their exploration beyond the curriculum conventional. “If the teachers are teachers, they can just take the initiative to apply the

method learning, that the madrasah Arranges a program of activities to refresh, deepening new knowledge to the teacher, then activities structured like a workshop, and can be seen from the activity programs the. But not all teachers can apply the results of the workshop However, not all teachers carry out study centers. There are some teachers Those who don't know what methods are involved, but if there are methods, they are already there makes students active, so even without knowing the method, they still use it This method means that the teacher provides space for creativity so that students can do it take part actively in learning” (Naim M, 2024).

Challenges or obstacles that arise during the process of using the method discovery learning and how to overcome it. After the teacher carries out stimulation in the form of an introduction in the form of objectives learning, then as a teacher look for some problems regarding what that has been presented and students make presentations to find out the problem given by the teacher. Examples related to The fiqh material is in chapter 2 which explains sadduz dzari'ah which means covering the road to immorality there is only an example explained an intoxicating drink that leads to corruption. Here he is Tell the children to create examples that they understand, for example smiling is worship but when smiling to other than mahrom is a sin, This is in accordance with the following statement from a fiqh teacher: The obstacle is not the same as their ability in public speaking, no what they have in common in the material, indeed we have divided who they are who are more capable are compared with students who are less than average flat. If the material has been shared by the team leader, you will be part of this 3x It looks better that way of explaining it, so people who Having above average abilities explains that. the one below just reading while those who listen make them bored and not understanding what you read is a weakness. me yesterday Having warned of this weakness, try them to make a power point so at least when they don't understand what is explained in in front of them can see the power point. So in the power point before explaining it Check with me first so that the children explain the correct points Of course, so from the solution I gave, there are still weaknesses, so it's a child some of the children who see the power point are sleepy and don't understand, etc. other. (Afrida N.L, 2024).

As explained in front of the teacher, he gives an example of a problem related to phenomena that occur around in accordance with the material The jurisprudence taught is the topic of chapter 2 analyzing the sources of Islamic law the mukhtalaf (the agreed upon). And supported by evidence documentation as follows:



Figure 4.2 students' condition when presenting what they found

According to Mr Waka, the curriculum challenges or obstacles that arise during the process of using the discovery learning method and how to overcome it as follows:

I mentioned earlier that some teachers use their own methods, and There are several teachers who are already old so they just finish the workshop finished there without any development, now there are many methods directly connected to digital, not

all teachers understand it digital and some teachers are still weak in such devices. Also from JP to the cottage it's only 30 minutes / JP so it's not sufficient for example when conditioning the class into several groups because Arrange the benches so the time is reduced. (Naim M, 2024)

Visible changes in students' learning patterns after use discovery learning method.

After carefully validating student responses, the teacher continue by conducting a comprehensive assessment of learning outcomes students, which is strong evidence that the learning is being delivered is the fruit of a dynamic learning process facilitated through utilization of discovery learning methods. This complicated process is explained by deputy head of curriculum and Fiqh teacher in the following detailed explanation: What is clear is that if you use a method that activates students, God willing, it will increase student grades by providing an active role to students It has been confirmed that the results will be satisfactory, previously the theory has been tested first. If the teacher uses monologue side by side with the teacher what activates students is clearly very different, so there must be made Children are happy so that their brains and hearts can be included in learning if they have Lesso doubts that the results are definitely not significant, if the children are already there dissatisfied that the results will not be satisfactory, such as entering the right and exiting the left, like hearing but not hearing seeing like not seeing like empty because there is no interest in learning Even if the professor is teaching, he still won't be able to do it if the children are already there feel less, so the teacher must be able to master it. Learning is to be able to achieve goal, then the child must be happy with maximum results. (Naim M, 2024) Meanwhile, according to the fiqh subject teacher as follows: From the grades I got, thank God the students were able to get good grades It's satisfying even though it doesn't reach 100%. Many students got it new direct experiences and knowledge about practices religion that cannot be done is only done in class. (Africa N.L, 2024)

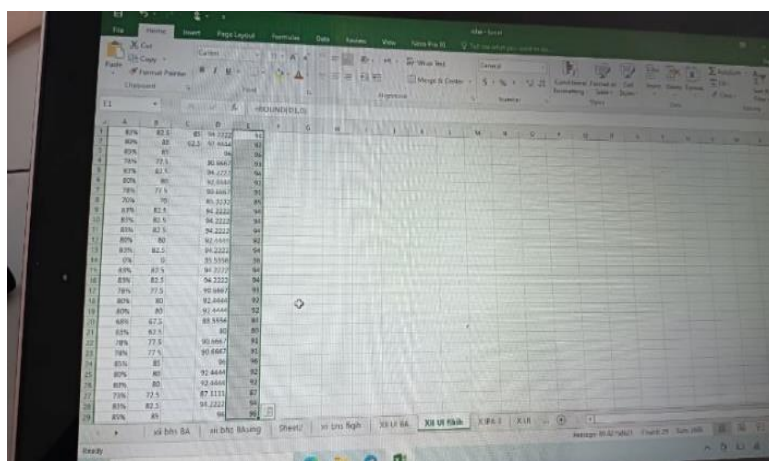


Figure 4.3 Evidence of Odd UAS scores for class XII MA Nurul Jadid students

By using interesting learning methods for sure have a positive impact on the development of knowledge students mainly focus on fiqh learning material. Likewise in implementation discovery learning method at MA Nurul Jadid.

Plan to monitor and evaluate the impact of implementation discovery learning method on student learning outcomes

Based on the teacher's role in supporting and facilitating discovery learning method in Fiqh subjects at MA Nurul Jadid from Head of curriculum provided input as follows: The impact can be seen from the assessment, but the monitoring process is carried out There is something called supervision in the school for at least one year learning, it can be seen, if the data shows a difference in the results We haven't checked

that yet, what is clear is that the teacher is monitoring the process carry out the learning, namely by supervising this learning. (Naim M, 2024) Apart from that, this discovery learning method is suitable for application to fiqh material at MA Nurul Jadid because it suits the purpose of use This method means that students must be able to apply it in everyday life, and solving problems on your own, and improve learning skills for students.

CONCLUSION

Based on the previous discussion, both in the form of a study of concepts concepts and research results, namely the Implementation of the Discovery Learning Method in improving student learning outcomes in fiqh subjects at MA Nurul Jadid Paiton Probolinggo. Application of learning methods in fiqh subjects at MA Nurul Jadid is carried out in accordance with the learning plan that has been made at the beginning of the semester. In this case the Institution gives freedom to every teacher uses learning methods to improve knowledge in fiqh subjects. If a teacher has the initiative that they should use what method when dealing with this kind of student and that kind of student. Based on the results of findings in the field, research found that challenges or obstacles in implementing learning methods at MA Nurul Jadid exists in large class conditions which tend to have many students, crowded, and some are sleeping. And also the lesson hours are inadequate for example when conditioning the class into several groups Where students still want to arrange chairs and so on so that the remaining time is free there is insufficient use for learning. The application of the Discovery learning method has a positive impact on students why? Because in its application students gain a lot new knowledge and experiences so that students can observe directly religious practices and not only in material terms precisely knowledge related to the environment. If a teacher has the initiative that they should use what method when dealing with students like this, students like that. In Madrasah Aliyah Nurul Jadid itself has activities such as workshops to prepare activity programs, deepen new knowledge. But not All teachers can apply the results of the workshop or not all teachers carry out study centers.

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