

Learning Islamic Religious Education and Character with the Discovery Learning Model to Improve Students' Critical Thinking Ability

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Abstract

The ability to think critically is one of the skills that must be possessed by students in the 21st century to face the development of all aspects of life. This study aims to analyze the discovery learning model to improve the critical thinking skills of fourth grade students on PAI and BP subjects at SDN Banyusokah 2 Sampang Regency. The type of research used is Classroom Action Research (CAR) which includes cycle 1 and cycle 2. The instruments used are observation sheets and critical thinking written tests. The results showed that there was an increase in students' critical thinking skills from cycle I to cycle II with a percentage of 72% to 86%.

Keywords: Critical Thinking, Discovery Learning, Islamic Education

Abstrak

Kemampuan berpikir kritis merupakan salah satu keterampilan yang harus dimiliki peserta didik pada Abad 21 untuk menghadapi perkembangan segala aspek kehidupan. Penelitian ini bertujuan untuk menganalisis model pembelajaran discovery learning untuk meningkatkan kemampuan berpikir kritis siswa kelas IV pada mata pelajaran PAI dan BP di SDN Banyusokah 2 Kabupaten Sampang. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang meliputi siklus I dan siklus II. Instrumen yang digunakan adalah lembar observasi dan tes tulis berpikir kritis. Hasil penelitian menunjukkan bahwa terdapat kenaikan kemampuan berpikir kritis siswa dari siklus I ke siklus II dengan presentase sebesar 72% ke 86%.

Kata Kunci: Berpikir Kritis, Discovery Learning, Pendidikan Agama Islam

INTRODUCTION

Entering the 21st century, challenges in all aspects of life are getting bigger. Many rapid and massive changes are occurring, among these changes are the global economy, political relations, information, communication, and science and technology which have implications for the teaching profession. Therefore, quality human resources are needed. One of the efforts to produce quality human resources is through education that emphasizes the skills needed to answer these challenges. The biggest challenge in 21st century education is preparing students to contribute. One of the skills that is the goal of learning in the 21st century is the ability to think critically. (Van Den Berg, 2018)

The ability of students to think critically is a very important thing in modern social life, because the ability to think critically can be a basic skill or basic ability for someone that can be used in everyday life. A person's critical thinking ability is not born automatically but must go through several stages of the learning process. (Dahani et al., 2022, p. 35) Critical thinking is an organized process that allows students to evaluate the evidence, assumptions, and logic underlying the statements of others to think rationally, systematic, and scientific in collecting, interpreting, evaluating information, and drawing conclusions. (Rudibyani, n.d., p. 42)

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Received: July 9, 2022; Revised: July 20, 2022; Accepted: August 1, 2022

The indicators of critical thinking ability according to Lestari and Mohammad, as quoted by Haryanti, include providing simple explanations, building basic skills, making conclusions, and making further explanations. (Haryanti et al., 2019, p. 57) Meanwhile, according to Robert Ennis in Al Hakim, critical thinking indicators into five activities, including; 1) provide a simple explanation, which includes the focus of the question, analysis of the argument and asking questions as well as answering clarifying and challenging questions; 2) building basic skills, which consist of considering reliable sources or not and observing and considering the results of observations; 3) conclude, namely the activities of reducing (deduction), considering the results of deductions, inducing, considering the results of induction, and making and determining the value of decisions; 4) provide further explanation, which consists of defining terms and considering definitions; and 5) determination of strategies and techniques, which consists of determining actions and interactions with others. (Al Hakim et al., 2018, p. 180)

However, Islamic Religious Education (PAI) learning currently does not involve students actively (student centered) or learning is still teacher centered. This learning pattern is still often applied in SD Negeri Banyusokah 2, Sampang Regency, this can be seen from the passive students. This may also be due to the location of the school which is located in a remote village where the signal is quite difficult to reach. In the learning process, PAI and BP also emphasize more aspects of knowledge and understanding, while aspects of application, analysis, evaluation, and creation are only a small part of the learning carried out. Most students are rarely given the opportunity to practice their critical thinking skills.

In general, in PAI learning, students only listen to teacher explanations, memorize, and do practice questions that do not pay attention to students' critical thinking skills, so students are not trained to develop their reasoning power in solving problems. Meanwhile, Permendikbud number 22 of 2016 concerning Standards for Primary and Secondary Education states that the 2013 Curriculum emphasizes the principles of learning that initially students are told to lead students to find out their own scientific concepts. The current 2013 curriculum demands the creation of a learning process that emphasizes personal experience through the process of observing, asking, reasoning, and trying, and requires students to play an active role in the teaching and learning process and have critical thinking skills. (Khabibah et al., 2017, p. 147)

To overcome this, it is necessary to strive for a learning model that is able to activate students and make students directly involved in finding a basic principle, (Chusni et al., 2020, p. 1) and the learning model also plays a role in achieving learning goals. (Ismayanti & Tarsono, 2022, p. 2) Thus students can understand concepts better, and are able to remember and use them in other contexts. One of the learning models that suit these problems is the discovery learning model, which is one of the learning models recommended by the 2013 curriculum to develop critical thinking skills. (Chusni et al., 2020, p. 1)

The discovery learning model focuses on student activities in learning. (Haryanti et al., 2019, p. 57) The discovery learning model uses an inductive or inquiry approach to learning. This model presents a problem to be solved through trial and error. By applying this learning model, students "find" the answer to a question. (Smaldino et al., 2011, pp. 43–45) The advantage of the discovery learning model is that learning is student-centered but the teacher also plays an equally active role. This learning model can also increase the active involvement of students. This activeness of students in the learning process can improve critical thinking skills in the learning process. (Haryanti et al., 2019, p. 57)

The application of the discovery learning learning model, which has been carried out by Aliasmin, can improve PAI learning outcomes for class VII SMP. (Aliasmin, 2020, p. 42) Likewise, research that has been carried out by Aini, Efendi, and Mavitaria, the discovery learning model can improve activities and learning outcomes of PAIDBP for fourth grade elementary school students. (Aini et al., 2021, p. 55) The

improvement of learning outcomes for the material "Believe in Angels" conducted by Suhartini was also applied using the discovery learning model for junior high school students. (Suhartini, 2021, p. 157) Meanwhile, the research conducted by Firmansyah and Romelah revealed that the discovery learning model can train the independence of elementary school students. (Firmansyah & Romelah, 2022, p. 322)

In line with this research, literature research that has been done by Firdausi, Warsono, and Yermiandhoko, that the development of critical thinking skills can be done through intervention learning models such as problem based learning, project based learning, problem posing, discovery learning, guided inquiry, group investigation, think talk write, realistic, or the application of games in learning. (Firdausi et al., 2021, p. 229) Based on this background, researchers are interested in applying the discovery learning model to improve the critical thinking skills of fourth grade students in PAI learning in SDN Banyusokah 2 Sampang Regency.

RESEARCH METHODS

This research uses classroom action research (CAR) which consists of four components, according to Kurt Lewin quoted by Arikunto, (Arikunto, 2013, p. 63), namely: 1) planning; 2) action (acting); 3) observation (observing); and 4) reflection with several cycles of action in learning. This classroom action research consisted of 2 cycles, and was carried out collaboratively between PAI subject teachers and Budi Pekerti and observers. This research was conducted for four times face to face. This research was applied to class IV at SDN Banyusokah 2 Sampang Regency, which consisted of 25 students, 11 boys and 14 girls.

The primary data in this study are students in the learning process, while the secondary data in this study are the documents of the learning process of students in PAI and BP subjects. The research instrument used was an observation sheet based on indicators of critical thinking skills according to R. Ennis, a test instrument in the form of a question sheet given to students to describe students' critical thinking skills in PAI and BP subject matter.

RESULTS AND DISCUSSION

This research consists of 2 cycles, each cycle consists of two meetings. The results of each research can be described as follows:

Description of Cycle I . Results

Cycle I activities are carried out on Wednesday, May 18, 2022 at 07.00 with an allocation of 4 hours of lessons, namely 4x35 minutes. The research was conducted using a discovery learning model in PAI and BP learning the material "Let's Carry Out Salat". The first is planning which consists of; 1) designing a lesson plan (RPP) using a discovery learning model along with the necessary media and learning resources; 2) compiling a written critical thinking test for prayer materials and their assessment rubrics to observe the development of students' critical thinking skills during the learning process; 3) make student observation sheets as an assessment guide.

The second is action, there are three activities carried out in the learning process, namely initial activities, core activities, and closing activities. These three activities are planned and implemented according to the steps of the discovery learning model. The third is observing during teaching and learning activities, by observing student activities using the observation sheet that has been made. Then give a written test in the form of a description test of critical thinking skills to students after being treated using

the discovery learning model. Based on the results of the observations and written tests, the percentage in the first cycle was 72%.

Fourth is reflection, which reflects the shortcomings that need to be corrected in the first cycle, including: 1) lack of time management in classroom conditioning; 2) teachers do not guide students to conduct experiments and dig up information; 3) the activities of teachers and students have not been carried out optimally because of the lack of adjustment between students and teachers in the learning process; and 4) some students are embarrassed because they are not used to presenting the results of their discussions.

Description of Cycle II Results

Based on the results of reflections and improvements needed after the first cycle that has not gotten maximum results, teachers and researchers need to do better in the second cycle. Cycle I activities are held on Wednesday, May 18, 2022 at 07.00 with an allocation of 4 hours of lessons, namely 4x35 minutes. The material in cycle II is the same as in cycle I, as well as the stages of implementation. The first is planning, which is the same as in cycle I, preparing a lesson plan (RPP) with some improvements to learning activities, and preparing teaching resources and materials that support the implementation of better learning.

Second, is action, which refers to reflection and improvement in the cycle, which is expected to optimize the deficiencies that occur in the cycle I process. This stage includes initial activities, core activities and closing activities, all three of which are further developed by the teacher as an evaluation. from cycle I. Third, is the observation stage, observing student activities using the observation sheet that has been made. Then give a written test in the form of a description test of critical thinking skills to students after being treated using the discovery learning model. Based on the results of the observations and written tests, the percentage results in cycle II were 86%. This indicates that the students' thinking ability has increased.

Fourth is reflection, which at this stage almost all of the obstacles or difficulties that occur are resolved, including: 1) time management in cycle II can be optimized; 2) the teacher guides students to explore information according to the problem; 3) students seemed enthusiastic and began to know the steps of the discovery learning model; and 4) some students have started to dare to present their findings.

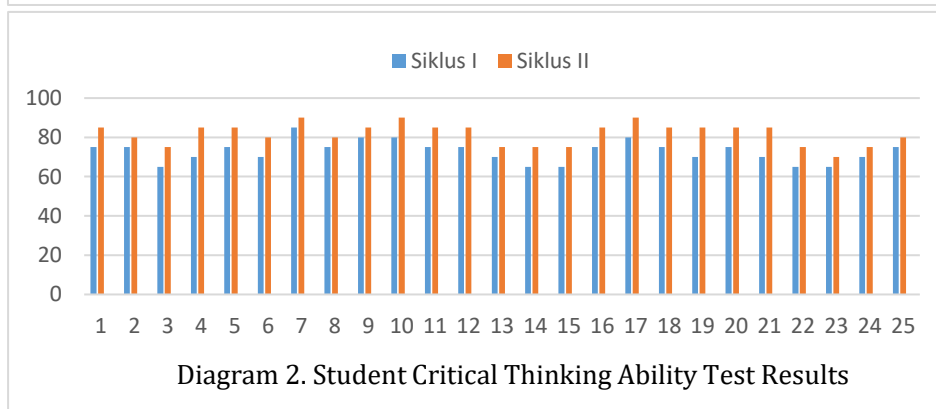
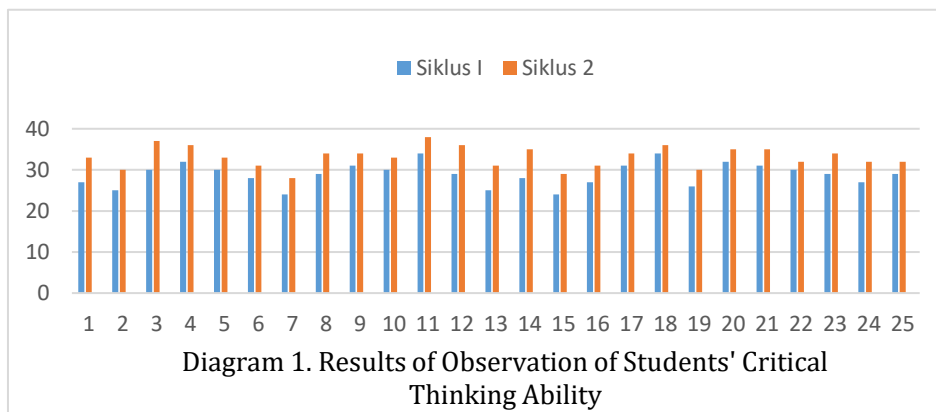
Description of Whole Cycle

The indicator of the success of the action in this study is the increase in students' critical thinking skills in PAI and BP subjects. The results of this study indicate that students' critical thinking skills can be improved through the discovery learning model. This can be seen from Diagram 1. And Diagram 2.

Based on diagrams 1 and 2, the results of observations and tests of students' critical thinking skills above, it can be seen that there is an increase in results from cycle I to cycle II. Likewise, based on the results of the study, it was found that there was an increase from cycle I to cycle, both in student activities during learning and critical thinking scores which were measured using a written critical thinking test and observation of critical thinking activities. This increase is after active learning through the application of the discovery learning model. The active learning model is proven to be able to hone students' minds and develop critical thinking skills.

In line with the opinion of Lestari and Yuhanegara, as quoted by Haryanti, who said that the discovery learning model is a learning model that focuses on the activities of students in learning. So that

during learning, students are involved in discussion activities, direct experiments (practicum) and presentations in front of the class. (Haryanti et al., 2019, p. 62) The application of the discovery learning model is appropriate to be applied to PAI and BP learning materials for prayer. This is because there are many problems regarding the practice of praying at the age of children and in the community, which can be used as a material for discussion. If participants do not understand the material during discussion activities, students are given the opportunity to ask questions, so that they become more active in asking questions.



In this learning process, students are also required to be able to cooperate with their group friends, activities like this can make students more independent in making decisions or concluding an activity in accordance with the facts that have been obtained. In presentation activities, students can express their opinions and ask questions and rebuttals so that they are more active in learning activities. This is in line with Firmansyah's opinion, which says that the discovery learning model has the advantage that it trains students to learn independently so that they can play an active role in learning activities to achieve shared learning goals. (Firmansyah & Romelah, 2022, p. 327)

The implementation of the discovery learning model for fourth grade students at SDN Banyusokah 2 Sampang Regency is a new thing. So that during the implementation of learning in cycle I, students were still shy and lacked confidence in their abilities. However, at the second cycle meeting, students began to be active in learning activities to understand the material they received. The activeness of students is indicated by the intensity of asking questions by students.

This research activity is also inseparable from the obstacles experienced by researchers during research. Regarding the readiness of students, the application of the discovery learning model in grade IV SD still makes students feel embarrassed because they are not used to using the learning model, which groups students in learning activities. Judging from the learning time, the application of the discovery learning model requires quite a lot of time to organize group members in practicum activities and discussions.

The application of discovery learning learning models can be done optimally if the teacher masters and understands comprehensively about the learning model used according to the material and characteristics of students. Teachers also need enough time to design and plan lessons in detail and on target, so that the learning process runs optimally, effectively, and efficiently.

SIMPULAN

Based on the research that has been done about the application of discovery learning learning models to improve students' critical thinking skills on the material "Let's Pray" in class IV SDN Banyusokah 2 Sampang Regency, it can be concluded that the discovery learning learning model can improve students' critical thinking skills which can be seen from the percentage of the results of observations and written tests of critical thinking skills in the first cycle of 72% to the second cycle of 86%.

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