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Increasing Learning Activities and Achievements Through The Application of Discovery Learning Models in Fiqh Subjects for Students in Class XI MIPA 3 Odd Semester MAN 3 Medan in The 2023/2024 Academic Year

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ABSTRACT

Education in Indonesia exists to develop the potential of each learner so that they can grow into individuals who not only believe and fear God Almighty, but also have noble morals, so they can live life with full responsibility and honesty. This research refers to the low activity and learning achievement of students. This study aims to improve the activity and learning achievement of students XI MIPA 3 MAN 3 Medan through the application of the Discovery Learning model in fiqh subjects. The research method used is class action research (PTK). In its implementation, researchers used the Kurt Lewin model which consists of four main steps, namely: planning, action, observation, and reflection. This research is qualitative in nature which is an approach that is also called an investigative approach because researchers collect data through observation sheets and learning interests. questionnaires distributed to students every face to face with three meetings consisting of pre-cycle, cycle I, and cycle II. This research includes descriptive qualitative research, because it describes how learning strategies are applied and how the desired learning outcomes can be achieved. This study used data collection methods through observation techniques, questionnaires, document review and tests. Based on the results of the research conducted, it can be concluded that the application of the Discovery Learning model can increase the learning activities and achievements of students in grade XI MIPA 3 MAN 3 Medan for the 2023/2024 academic year on the subject matter of zakat..

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1. INTRODUCTION

Indonesia is one of the developing countries in the world. This country has great potential in various aspects, but is still in the development stage. As a developing country, Indonesia

faces various challenges and opportunities that must be faced and utilized wisely. Currently, the government and people of Indonesia are striving to improve and enhance various sectors including the economy, infrastructure, technology, health, and education. These efforts are made as part of a strategy to adapt to the increasingly complex and dynamic demands of globalization. Globalization has brought significant changes in various aspects of life, so Indonesia needs to prepare itself to compete in the international arena and maintain its sovereignty. Among the various sectors that receive special attention, the education sector is one of the main focuses of improvement. Education is considered an important foundation in nation building, as through education, Indonesia's young generation can be equipped with the knowledge, skills and values needed to face future challenges. Education also plays a role in shaping individual character and personality, and contributes to the formation of a dignified national civilization (Istiana et al., 2015).

Education in Indonesia aims to educate the lives of all its people, so as to create a society that is not only highly educated but also has integrity and strong morals. The purpose of education in Indonesia is to develop the potential of each learner so that they can grow into individuals who not only believe and fear God Almighty, but also have noble morals, so that learners can live life with full responsibility and honesty. Education also aims to ensure that every individual is healthy, both physically and mentally, so that they can lead productive and meaningful lives. Education also aims to provide broad and deep knowledge, as well as adequate skills that can be used in everyday life and in the world of work. Education in Indonesia is also expected to develop the ability to think creatively in students, so that they can produce new innovations and solutions that are beneficial to society. Education should also educate learners to become independent individuals, able to face and overcome various life challenges with confidence. In addition, education aims to shape learners into democratic citizens, who understand and respect their rights and obligations as members of society, and are able to participate actively in the life of society and the state. Finally, education also serves to form responsible individuals, both for themselves and for the surrounding environment, so that they can make a positive contribution to the progress of the nation and state (Ananda, 2017).

In the learning process, especially in the subject of fiqh, it is expected that the approach used does not only focus on giving students the ability to solve various questions or exams alone. Fiqh learning should not just provide technical skills or factual knowledge that is limited to the ability to solve academic questions. The fiqh learning process is expected to be an effective means to train students to be able to think critically, so that they can analyze various problems sharply and deeply. Students also need to be trained to think logically, that is, to be able to formulate arguments and conclusions based on correct reasoning and in accordance with good thinking rules. Fiqh learning must also be directed to form good student morals and in accordance with Islamic values. Morals or morality is an important part of education that must be considered, because fiqh learning is not only related to intellectual aspects but also to the formation of noble character. Fiqh learning is not just a transfer of knowledge or information, but rather a process of forming a deep and comprehensive understanding of Islamic teachings. The learning outcomes obtained by

students from fiqh subjects will greatly affect their perspective and understanding of various aspects of life, including in making daily decisions related to morals and ethics. Fiqh learning is expected to be able to create individuals who are not only intellectually intelligent, but also have a strong understanding of Islamic shari'a and are able to apply it in their lives with a responsible attitude.

According to the observations conducted, MAN 3 Medan is among the schools that have adopted the 2013 Curriculum in their educational framework. The 2013 Curriculum, which was introduced by the government to replace the 2006 Curriculum, represents a significant effort to elevate the standard of education in Indonesia. Its primary aim is to foster a generation that is proficient in science and technology, while also cultivating students and educators who are productive, creative, innovative, and skilled, with a well-rounded and integrated body of knowledge. However, the practical implementation of this curriculum at MAN 3 Medan reveals certain challenges. One of the most prominent issues is that the teaching process remains predominantly teacher-centered. This indicates that despite the curriculum's design to promote active student participation and skill development, the classroom dynamics at the school are still heavily controlled by the teachers. Students tend to be passive and are not as engaged in the learning process as intended. This is evident in the limited student interaction during lessons, which suggests that the teaching methods currently in use do not fully align with the curriculum's objective of fostering an active, student-centered learning environment that nurtures students' abilities comprehensively.

Based on observations conducted at MAN 3 Medan between September and October 2023, it was noted that teachers have made use of the school's available facilities and infrastructure and have attempted to implement various learning models to enhance the effectiveness of teaching. Despite these efforts, the classroom learning process remains predominantly teacher-centered. In this scenario, the teacher continues to play a more dominant role, leading to limited student engagement in classroom activities. Students generally only receive the information presented by the teacher without actively participating in the learning process. This dynamic has resulted in several challenges, particularly in the teaching of zakat material. One significant issue is the students' struggle to grasp the concepts within the zakat material, leading to a superficial understanding. Additionally, there is a noticeable lack of enthusiasm and active participation among students during lessons. They appear disinterested and tend to be passive, which may negatively affect their overall academic performance. The topic of zakat is quite complex because it covers a variety of different concepts and requires a deeper understanding. In this material, there are several subtopics that students must learn, including zakat fitrah, zakat maal, income zakat, agricultural zakat, and livestock zakat. Each subtopic has different characteristics and rules, so students need to understand each one well to be able to master the whole material. However, if the learning process is still teacher-centered and students are not active, this can make it difficult for them to understand and internalize these concepts well, which in turn has the potential to reduce their learning achievement.

Student learning activity plays a very important role in the overall learning process in the classroom. Student activity during learning not only reflects their engagement, but is also

an important indicator of the quality of learning itself. This learning activity is influenced by various factors, both those that come from within students themselves (internal factors) and those that come from the environment around them (external factors). Internal factors include motivation, interest, mental readiness, as well as students' physical and emotional conditions, while external factors include the learning environment, teaching methods used by teachers, available facilities, and support from family and peers. When students' learning activities increase, it is expected that their understanding of the material taught will also deepen. High learning activity indicates that students are not just listening or looking, but are also actively involved in learning activities such as discussing, asking questions, completing tasks, or working on projects. All these activities help students to process information better and strengthen their understanding of the material being studied. Learning is not a passive activity, but rather an active process in which students must be directly involved. Effective learning activities are an important key in the learning process, because learning is essentially performing an action that leads to changes in knowledge, skills or attitudes. Without adequate learning activities, the learning process becomes less effective, and learning objectives may not be achieved optimally (Subagyo et al., 2021).

One effective learning model that can be utilized in the educational process is the Discovery Learning approach. According to Anitah (2009) Discovery Learning is an educational approach that actively engages students in problem-solving, with the primary aim of enhancing their knowledge and skills. In this learning model, students are encouraged to delve deeply into the subject matter through scientific investigation methods, all under the guidance and supervision of the teacher. Unlike traditional methods that simply present information, Discovery Learning is carefully designed to enable students to explore, solve problems, and uncover new insights through a structured investigative process. The teacher's role shifts from being the sole provider of knowledge to acting as a facilitator, guiding and overseeing the students' journey through each step of the investigation. This approach is characterized by three key features that set it apart from other learning models. Firstly, it motivates students to explore and solve problems, fostering the creation, integration, and generalization of knowledge. Secondly, it is inherently student-centered, placing the learner at the heart of the educational experience, with the teacher serving more as a guide than a direct instructor. Lastly, Discovery Learning empowers students to connect new knowledge with what they already know, leading to a richer and more comprehensive understanding of the subject matter. To achieve these educational objectives, Discovery Learning follows a sequence of well-defined steps. The process begins with stimulation, where students' interest in the problem is piqued. Next is the problem statement, where students identify and articulate the problem they will investigate. This is followed by data collection, during which students gather relevant information and data necessary to address the problem. The data processing step involves analyzing the collected information. Verification comes next, where students confirm the accuracy of their findings. Finally, generalization allows students to draw broader conclusions from their discoveries. The implementation of Discovery Learning has been shown to significantly enhance both students' engagement and their academic performance, particularly in subjects that require a deep understanding of complex concepts and strong

mathematical abilities. Through this model, students not only grasp challenging concepts but also develop critical and analytical thinking skills essential for problem-solving in various contexts.

Based on initial observations conducted by researchers at MAN 3 Medan, it was discovered that students in class X MIPA 3 faced significant challenges in comprehending fiqh lessons. This was evident from the number of students who scored below the predetermined Minimum Completion Criteria (KKM). During an interview with one of the teachers, the researcher learned that even when students receive grades below the KKM, they are still assigned the minimum KKM score in their report cards. This practice is intended to ensure that no students appear to be performing below the minimum standard in their final reports. From the observations, it was found that 15 out of 28 students, or approximately 53.57% of the class, scored below the KKM, highlighting their inadequate grasp of the material. Additionally, the researcher identified another issue related to the low level of student engagement during the learning process. Students were observed to merely listen and take notes during lessons, without actively participating. This lack of engagement was attributed to the teacher's reliance on a single instructional method—namely, the lecture method. This approach has led to a decline in student enthusiasm and participation, with students being hesitant to voice their opinions or ask questions during lessons. The inappropriate choice of teaching methods has a significant impact on learning outcomes, as reflected in the lack of student enthusiasm and motivation. To address these challenges, the researcher proposed the implementation of the Discovery Learning method. This approach is expected to more actively involve students in the learning process, thereby improving their understanding of fiqh material and boosting their enthusiasm for learning. By shifting the focus from a teacher-centered to a more student-centered approach, it is hoped that students in class XI MIPA 3 at MAN 3 Medan will become more engaged and motivated, ultimately leading to better learning outcomes.

2. RESEARCH METHODS

The research method employed in this study is Classroom Action Research (CAR), known as *Penelitian Tindakan Kelas* (PTK) in Indonesian. As defined by Arikunto (2019), Classroom Action Research is a type of research that systematically investigates the cause and effect of an educational action. It does so by meticulously documenting and analyzing the entire process of the action, starting from its initiation and continuing until the outcomes of the action are observable. This approach is particularly valuable in educational settings, where understanding the impact of specific teaching methods and interventions on student learning and behavior is crucial.

In this study, the primary variables under investigation are student activity and learning achievement. These variables were selected based on the results of observations conducted by Fiqh teachers who monitored the students in class XI MIPA 3 at MAN 3 Medan. The decision to focus on these variables stems from the observed need to enhance both student engagement and academic performance in the subject of Fiqh. The researchers chose to use the PTK method as it provides a structured framework for implementing and evaluating

educational interventions. The specific goal of this research was to improve learning activities and academic achievements in Fiqh by applying the Discovery Learning model, which is known for its effectiveness in promoting active learning and critical thinking among students.

To ensure the systematic implementation of this research, the researchers adopted the Kurt Lewin model of action research. This model, as described by Juanda (2016), is composed of four essential steps: planning, action, observation, and reflection. During the planning phase, the researchers and teachers collaborated to design the intervention, which involved integrating Discovery Learning into the Fiqh curriculum. The action phase involved the actual implementation of the intervention in the classroom, where students were engaged in various Discovery Learning activities designed to enhance their understanding of Fiqh concepts. The observation phase included the collection of data through various means, such as observation sheets and questionnaires, to monitor student participation and progress. Finally, the reflection phase involved analyzing the data collected to assess the effectiveness of the intervention and make necessary adjustments for future cycles. This study is qualitative in nature, meaning it focuses on exploring and understanding the complexities of human behavior and learning processes within a naturalistic setting. The qualitative approach is often referred to as an investigative approach because it involves the detailed examination of how specific educational strategies affect students. In this research, data were collected through observation sheets and learning interest questionnaires, which were distributed to students during three separate face-to-face meetings: pre-cycle, cycle I, and cycle II. These data collection points allowed the researchers to track changes in student engagement and achievement over time, providing a comprehensive view of the intervention's impact.

This research falls under the category of descriptive qualitative research, as its primary objective is to provide a detailed account of how learning strategies are implemented and to evaluate the extent to which the desired educational outcomes have been achieved. Descriptive qualitative research is especially valuable in the field of education because it offers in-depth insights into the practical application of teaching methods in real classroom environments and how students interact with and respond to these methods. To collect the necessary data, the researchers utilized a range of data collection techniques, including direct observation, questionnaires, document analysis, and tests. These diverse methods were carefully selected to ensure a comprehensive and nuanced understanding of the impact that the Discovery Learning model has on student engagement and learning outcomes in the Fiqh subject. By employing these varied approaches, the researchers were able to capture a multi-dimensional view of the educational process, providing a rich context for evaluating the effectiveness of the Discovery Learning model in this setting.

3. RESULTS & DISCUSSION

During the planning phase, the researchers carefully examined the school's syllabus and existing lesson plans. After this review, they created a new lesson plan that incorporated

two sessions for the learning process in the first cycle. This lesson plan was specifically structured around the Discovery Learning model.

The instrument used to evaluate student learning achievement is a test question that measures cognitive aspects. This instrument has been tested to ensure its feasibility as an evaluation tool. After the pilot test, the instrument was analyzed to measure its content validity, reliability, differentiability, and difficulty level. The analysis resulted in 20 objective questions as cognitive tests and 20 questions as affective tests that would be used in the first cycle evaluation. For the affective aspect, the instrument has also been tested and analyzed to measure its content validity and reliability. In addition, data collection on learning activities and learning achievement in the psychomotor aspect was carried out through observation, where the observation instrument had first been tested for content validity.

Learning activities that have been planned by researchers are then implemented in class XI MIPA 3 MAN 3 Medan in the odd semester of the 2023/2024 school year. The implementation of actions in cycle I started from September 18 to October 2, 2023. This learning uses the Discovery Learning model. This research is qualitative in nature, which is also known as an investigative approach, where researchers collect data through observation sheets and student learning achievement results.

Observation of students was conducted during the learning process. At first, learning was done conventionally with the aim of collecting data that would be used during the learning process of zakat material. Students were also given Student Worksheets (LKS) that had been adapted to the Discovery Learning model, so that they could more easily find the concepts of the material being studied. In each meeting, discussions are held, both in groups and classes. Through group discussions, students are expected to understand zakat material in general and together with their group members draw conclusions or formulate material concepts. Class discussions are held to discuss the results of each group, and then students together with the teacher summarize the conclusions of the learning that has been done.

In the first meeting, students managed to find their own concepts about the meaning, conditions, and types of zakat through the discussion. The second meeting, which took place between October 9-23, 2023, showed an increase in student activity compared to the first meeting. Some students began to ask questions about things they did not understand and showed enthusiasm in responding to the discussion results from other groups. The majority of students actively participated in discussions, both in group discussions and class discussions, with some of them giving responses after other groups presented their discussion results. This shows that students are getting used to the learning model used. Overall, the implementation of learning actions with the Discovery Learning model in cycle I went well, with good interaction between teachers and students, and two-way communication. During the first and second meetings, there was an increase in student activity. At the beginning of the first meeting, during the group discussion after the practicum, there were some students who were just silent and not active in the discussion. However, as time went by, almost all students became more active in group discussions. At first, only one or two students dared to ask questions or express their opinions, but over time, the number of students who dared to ask questions or express their opinions increased.

This increase shows progress in student learning activities during the learning process compared to activities before the action was taken.

Based on the reflection results of cycle I, the planning for action in cycle II was prepared. In cycle II, the material provided will focus on the indicators that have not been achieved in cycle I, especially on a more detailed explanation of zakat, including zakat fitrah, zakat maal, income zakat, agricultural zakat, and livestock zakat. Students will also be briefly reminded of all the indicators that have been learned previously, so that they can remember and relate all the material that has been learned.

The actions implemented in cycle II involved several strategic measures. First, to enhance cognitive achievement, the researchers and teachers agreed to focus on deepening students' understanding of the material indicators that had not been fully mastered. Second, teachers will provide more opportunities for students to ask questions about concepts they find unclear and to share any difficulties they encounter, so these issues can be addressed collaboratively. Third, teachers will actively encourage students to be more confident in asking questions when something is unclear and in expressing their opinions during discussions. Fourth, the teacher will increase the frequency of discussion activities and practice exercises to help students better grasp the material being studied. Fifth, teachers will motivate students to participate more actively in both group and whole-class discussions, with the goal of enhancing their comprehension of the subject matter.

The data obtained in the study were students' learning activities and achievements on the subject matter of zakat. Research data regarding student learning activities can be summarized that the percentage of student activities in the high category has increased. This shows that in general student learning activities are good enough with an increase in student activity from cycle I to cycle II. Student activity data is presented in Table 1.

Table 1. Student activity data

No.	Category	Pre-cycle	Cycle I	Cycle II
1.	High	10 students (35.71%)	17 students (60.71%)	26 students (92.86%)
2.	Medium	13 students (46.43%)	7 students (25%)	2 students (7.14%)
3.	Low	5 students (17.86%)	4 students (14.29%)	0 students (100%)
	Total	28 students (100%)	28 students (100%)	28 students (100%)

Observations and interviews conducted during the pre-cycle phase revealed that student participation in fiqh lessons was initially quite low. Students showed limited enthusiasm and activity during the lessons, resulting in a generally passive approach to learning. However, following the implementation of targeted interventions in cycles I and II, which focused on zakat material, there was a marked improvement in student engagement. This improvement was reflected in students becoming more active participants in their learning, engaging in discussions, asking questions, and expressing their opinions. Students also appeared more motivated and energized during the lessons. While initially only a few students were actively involved in asking or answering questions, by the second meeting, there was a notable increase in students who participated by asking questions, responding to group presentations, and answering queries. This positive shift was attributed to students becoming more familiar with the new learning model. They demonstrated greater focus

and active involvement in discussions. However, it was observed that some students still hesitated to ask questions or voice their opinions during the sessions.

In the pre-cycle phase, only 10 students (35.71%) were categorized as having high activity levels. However, by the first cycle, this number had risen to 17 students (60.71%). To further enhance student engagement, actions were extended into the second cycle, where the number of students in the high activity category increased significantly to 26 students (92.86%). The initial lack of progress observed in the pre-cycle was due to several factors. These included students' limited participation in discussions, their reluctance to ask questions, and their minimal response to the teacher's queries. Following the interventions in cycles I and II, there was a notable improvement in student activity. This enhancement can be attributed to the adoption of the Discovery Learning model, which promoted active student involvement in exploring and understanding the material. Through this model, students became more engaged in discussions, showing increased confidence in sharing their views, responding to both peers and teachers, and asking clarifying questions. Additionally, the discussion activities helped students develop teamwork skills, enabling them to collaborate effectively in groups rather than relying solely on individual efforts.

Based on students' learning achievement which includes cognitive, affective, and psychomotor aspects, it can be concluded that the application of the Discovery Learning model can improve students' learning achievement. However, the results in the pre-cycle and cycle I stages have not fully achieved the expected target. Of the five competency indicators in the subject matter of zakat, there are still three indicators that have not reached the set target. The indicators that have not been achieved include the ability to explain the types of zakat, explain the details of zakat, and distinguish between types of zakat. The non-achievement of the target on cognitive learning outcomes for these indicators is due to the high demand for in-depth concept understanding, so if students' understanding is lacking, the results are not optimal. In addition, students often forget their memorization and lack understanding of the material, so it is necessary to repeat the explanation of zakat and provide impromptu questions or quizzes to help sharpen their memory.

In the second cycle, the focus of learning was directed towards the three indicators that had not yet been mastered. The approach taken in this cycle involved intensifying discussions, increasing the number of practice questions, and facilitating knowledge sharing among students. The enhancement of discussions and additional practice questions played a crucial role in improving the students' cognitive learning outcomes. The target for achievement in cycle I was set at 70%, while the goal for cycle II was raised to 85%. The results for cognitive achievement in both cycle I and cycle II are detailed in Table 2.

Table 2. Data on the achievement of cognitive aspects

No	Learning outcome score	Pre-cycle	Cycle I	Cycle II
1.	Completed	15 students (53.57%)	18 students (64.29%)	25 students (89.29%)
2.	Not Completed	13 students (46.43%)	10 students (35.71%)	3 students (10.71%)
	Total	28 students (100%)	28 students (100%)	28 students (100%)

According to the table, prior to the implementation of the Discovery Learning model, out of 28 students in class XI MIPA 3, 15 students (53.57%) had achieved mastery, while 13 students (46.43%) had not. However, after applying the Discovery Learning model in cycle I with zakat material, there was an improvement: 18 students (64.29%) achieved mastery, and the number of students who had not achieved mastery decreased to 10 (35.71%).

In cycle II, the emphasis was placed on the indicators that had not yet reached full mastery. This involved providing a more comprehensive explanation of zakat material, such as zakat fitrah, zakat maal, income zakat, agricultural zakat, and livestock zakat. To address these areas, additional practice questions and discussions were introduced. These enhancements were highly effective in boosting students' cognitive learning achievements. The increased frequency of practice questions and discussions significantly improved students' understanding of the material and their critical thinking abilities. The target achievement in cycle I was set at 70%, but this improved to 85% in cycle II. In this cycle, 25 students (89.29%) demonstrated mastery of the material, while only 3 students (10.71%) did not. This represents a 25% increase from cycle I, highlighting that the implementation of the Discovery Learning method for zakat material has markedly enhanced student learning outcomes.

The assessment of affective aspects is conducted through a questionnaire completed by students at the end of each cycle, aimed at evaluating their interests, attitudes, values, self-concept, and moral development. Based on interviews with the fiqh teachers of class XI MIPA 3, the pre-cycle assessment revealed that 13 students (46.43%) showed satisfactory affective achievement. In cycle I, this number increased to 15 students (53.57%), and further rose to 26 students (92.86%) in cycle II. Despite the overall improvement, I still revealed one unmet competency indicator related to self-concept. This shortfall was attributed to students' lack of confidence in mastering the material, which stemmed from their slow pace in understanding it. Therefore, fostering greater self-confidence in students' abilities to grasp the material is necessary.

Table 3 displays the students' achievements in affective aspects. It is evident from the table that while there has been progress in all aspects, the self-concept aspect remains incomplete. This indicates that the Discovery Learning model has been effective in enhancing the overall affective learning outcomes. The incomplete achievement in the self-concept area may be due to some students' difficulties in fully and quickly understanding the material.

Table 3. Percentage Achievement of Students' Affective Aspects

Indicator	Pre Cycle Average (%)	Cycle I Average (%)	Cycle II Average (%)
Interests	85.71	88.57	92.14
Attitude	82.14	87.14	96.43
Value	78.57	82.14	92.14
Self-concept	57.14	68.57	69.29
Moral	90	91.43	93.57
Average	78.71	83.57	88.71

The psychomotor learning achievement cannot be directly compared between cycle I and cycle II because the target for psychomotor aspects was already met in cycle I. Analysis of

observation data from cycle I shows that 20 students (71.43%) demonstrated high psychomotor skills, 5 students (17.86%) showed moderate skills, and 3 students (10.71%) exhibited low psychomotor skills. In classroom action research, success is determined by whether each measured indicator meets its set target. This study can be considered successful as all indicators related to the learning process and achievement—encompassing student learning activities, cognitive, affective, and psychomotor aspects—reached their goals and showed improvement. Additionally, interviews with students indicate that they are pleased and satisfied with the learning experiences provided.

The findings derived from the actions taken, observations made, and discussions held lead to the conclusion that implementing the Discovery Learning model has had a positive impact on both student activity and learning achievement in the subject of zakat for the students in class XI MIPA 3 at MAN 3 Medan during the 2023/2024 academic year. This model has proven to be effective in enhancing students' engagement and performance by fostering a more interactive and exploratory learning environment. Through the application of Discovery Learning, students have demonstrated greater involvement in their learning process, which has contributed to an improvement in their understanding and mastery of zakat material. The evidence from the research indicates that this instructional approach supports increased student participation and better academic outcomes in the subject matter.

4. CONCLUSION & SUGGESTION

Based on the findings from the research conducted, it can be concluded that the implementation of the Discovery Learning model significantly enhances both student engagement and learning outcomes for the zakat subject among students in class XI MIPA 3 at MAN 3 Medan during the 2023/2024 academic year. The application of this learning model has demonstrated its effectiveness in improving students' active participation and overall academic performance in this specific subject area.

For future research, it is recommended to broaden the scope of the Discovery Learning model's application to maximize its benefits across a wider range of subjects and educational contexts. By extending the use of this model, researchers can explore its impact on different learning environments and subject areas, providing a more comprehensive understanding of its effectiveness. Additionally, it would be beneficial for schools to recognize the value of enhancing teachers' abilities to adopt and integrate diverse teaching methods. Strengthening teachers' skills in employing various instructional strategies can lead to more effective and dynamic learning experiences, thereby aligning with the educational goals and standards set by the institution..

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