



Application of Discovery Learning Model in the Ta'lim Muta'alim Book Study

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ABSTRACT

This study aims to determine and obtain information about the application of the discovery learning model in learning the book ta'lim muta'alim in Islamic boarding school riyadlul jannah pasuruan. This study used a qualitative method with the research subjects or the informants used were ustadzah (guru diniyah) and students of grade V, so that researchers obtain appropriate and relevant information. With data collection techniques used were interviews, checking the validity of the data used were direct observation and interviews. Based on the research results, it was found that according to the informant the application of the discovery learning learning model in the learning of the ta'lim muta'alim book was the planning stage which included: 1) Formulating objectives; 2) Develop plans for learning activities; 3) Creating a discovery learning model that will be implemented; 4) Determine time management according to a predetermined schedule; 5) During discovery learning, the ustadzah (teacher) monitors directly so that learning remains conducive and orderly; 6) Ustadzah (teacher) continues to provide additional explanations and conclusions at the end of the lesson. And at the implementation stage includes: 1) stimulation; 2) problem statement; 3) information gathering; 4) proof; 5) conclusion. And in the application found supporting and inhibiting factors. Supporting factors: students are increasingly active in participating in learning and more often come up with new ideas that they can convey or convey. While the inhibiting factor of students is not ready to accept assignments in book learning because book learning is indeed difficult and usually in learning more teachers as a source of information.

Keywords: Learning Model, Discovery Learning, Ta'lim Muta'alim

INTRODUCTION

In the world of Islamic boarding school education, it is inseparable from the role of an educator (Ustadz/ Ustadzah), because educators have a very important role in creating human life that is intelligent, clever, knowledgeable, democratic in spirit and has a good character, an educational institution, especially Islamic boarding schools, is always want to produce graduates or out put who are good, have good character and also have good quality, and have good learning achievements. The main problem of educational learning, one of which is in this boarding school, is the low absorption power of students or students in receiving the learning delivered by the ustadz utadzah. This is because the majority of the pesantren environment in implementing the learning model still uses the lecture method, where the students are not actively involved when learning activities take place.

Creative and innovative learning should be carried out by educators not only in school education but can also be applied in Islamic boarding school learning. In an effort to produce creative students or students (Maisaroh & Shofiyani, 2020). The success rate of educators (ustadz/utadzah) in teaching is seen from the success of the students or their students so that it is said that a great educator is an educator who can provide inspiration to the students or their students. The quality of learning is seen from the activities of students or students when learning and the creativity that can be done by students or students after participating in learning. (Pramono, 2018); (Khoiroh, Waqfin, & Rohmah, 2020).

The learning carried out and implemented by Islamic boarding schools, especially in Indonesia, is generally still centered on the educator (ustadz/ustadzah) itself, so it rarely involves students or students directly to take an active role in the learning situation. This is because the understanding is still inadequate and is not in accordance with the actions that should be taken. The choice of learning model is very important so that learning can be absorbed by students or students optimally. For this reason, the researcher conducted research on the problem of applying the learning model of dicoverly learning, after

which the researcher made direct observations in the field to see the conditions in the field and found the following formulas: 1). How is the application of the learning model in the discovery learning of the 5th grade Ta'lim Muta'alim book in the pesantren riyadlul jannah pasuruan? 2). What are the supporting and inhibiting factors in the application of the discovery learning model in learning the book ta'lim muta'alim class 5 in Islamic boarding school riyadlul jannah pasuruan? From the question, the objective is to find out how to apply the discovery learning model in the lessons of the ta'lim muta'alim book.

In the 2013 curriculum, there are three types of learning models, namely project-based learning, problem-based learning, and discovery learning. With this, the researcher will describe the application of discovery learning models in Islamic boarding schools where the learning model is rarely applied and the learning model is expected to be implemented properly and effectively so that it can support success in learning activities, especially in the Ta'lim Muta'alim book. (Anwar, 2015)

METHOD

This type of research is field research by looking at the problems studied through a qualitative approach. Qualitative research starts from determining or selecting a research project then asked with research questions related to the research problem. The researcher plays an absolute role in the research process, so that the presence of the researcher in the field is needed as the researcher's role as the main instrument in observing the symptoms that occur in the field. And the research location was conducted at the Riyadlul Jannah Pasuruan Islamic boarding school. As a source of data in this research are Ustadzah and santriwati, and the data collection techniques used in this study use direct observation and direct interviewing methods for these subjects, interviews or interviews are a very good way, because research must be in accordance with what is happening in society. school or in the place or field under study. And in the data validation stage using the triangulation method. Researchers use different data collection techniques to get data from the same source. Such as observation, interview, and documentation for the same data source simultaneously. In addition, researchers also use meaningful source triangulation to obtain data from different sources with the same technique. With this triangulation, researchers can draw solid conclusions not only from one point of view, so that the correctness of the data can be more accepted. (Sugiyono, 2010)

RESULT AND DISCUSSION

The results of the research are in the form of an interview excerpt explaining the answers of the informants regarding how to apply the discovery learning model in the study of the Ta'lim muta'alim book and what are the supporting and inhibiting factors in the implementation of the discovery learning model in the Ta'lim Muta'alim book lesson in Islamic boarding school riyadlul. jannah pasuruan.

Implementation of discovery learning model in the subject of the book Ta'lim Muta'alim in Islamic boarding school riyadlul jannah pasuruan. Regarding this, the researchers obtained data exposure results from informant interviews, namely ustdzah or teachers who taught directly about learning the book Ta'lim Muta'alim at the Islamic boarding school riyadlul jannah pasuruan. in the interview excerpt that the informant explained. Whereas before the implementation of learning models such as discovery learning, learning the book ta'lim muta'alim has always used the lecture method or usually before the ustadzah or the teacher reads or interprets the book, the students are asked to read first the related chapters that have been interpreted.

From the quote from the answer, it is very necessary to apply a new learning model which is in accordance with the current curriculum that learning activities must involve students or students actively and independently. Therefore, with the application of the discovery learning model it is expected to improve the quality of student learning to be more active and independent in accordance with the understanding of the learning model Discovery learning is a series of learning activities that maximally involves all the abilities of students to search and investigate systematically, critically, and logically so that they can find their own knowledge, attitudes and skills as a form of behavior change. (Hanafy, 2014)

In the application of the discovery learning model applied to the study of the Ta'lim muta'alim book at the Islamic boarding school riyadlul jannah some time ago it was able to have a significant impact on the behavior of students in following the study of the Ta'lim muta'alim book as said by ustadzah. in the excerpt from the interview answer that: After yesterday I applied the discovery learning model to the lessons of the ta'lim muta'alim book, thank God, the average student responded very well to the activeness of the santriwati by emerging new ideas that they could convey or convey. He is also mentally more

courageous than the previous ones, and is more active in issuing ideas and expressing opinions.

From the interview excerpt above, it can also be strengthened from the research that the purpose of discovery learning model learning is according to Nana. (Gulo, 2008) the activeness of students in the teaching and learning process can be seen in several ways, including: a) Get involved directly in learning and completing assignments. b) Be directly involved in solving problems. c) If there is no understanding, you will look for it yourself by asking your fellow friends or teachers. d) Trying to study subject matter for problem solving. e) Carry out the learning process according to the teacher's instructions. f) Assess your own ability by looking at the results of the tests that you do. g) Can train yourself in solving the problem in question and answer it with opinions obtained independently. h) Applying what he got in completing the task.

In the implementation of the application of the learning model approach in the class 5 lesson book ta'lim muta'alim at the Islamic boarding school riyadlul jannah there are several implementation steps, namely Planning : 1) Formulate good goals from the point of view of the skills or activities that are expected to be achieved after the discovery learning method ends. 2) Develop a plan of learning activities oriented to the class 5 lesson book ta'lim muta'alim. 3) Create and define the steps of a discovery learning model that will be implemented. 4) Set and manage time according to a predetermined schedule. 5) During the application of the discovery learning model, the ustadzah (teacher) must also monitor directly so that learning remains conducive and orderly. 6) Ustadzah (teacher) still provides additional explanations and conclusions at the end of the lesson.

Implementation : 1) In this stage of implementation, the researcher obtained several quotations from the source directly, namely the ustadzah who taught the book ta'lim muta'alim class 5 in the boarding school riyadlul jannah. 2) Indeed so far in the process of implementing learning using this method more actively involved the students so after I entered the class (greetings and prayers) I told the students to open their books and open the chapters to be studied, then I gave the students time to read by themselves first. , and here I just monitored it first, after that I asked the students to identify or look for problems, whether after reading earlier there was something that was not understood, if there were already some problems that had been collected then I also told the students to explore and seek answers After that, I started an open discussion with the students to explain the answers and ideas that he had made. There will be found various kinds of opinions between one santri and another, after several opinions have been put forward, this is where the assignment will be. from an ustad / ustadzah to add, conclude or even straighten out all the answers from the students' opinions.

From the statement of the interview excerpt above, it can be strengthened by previous research which states that the implementation of discovery learning used to design learning is as follows: 1) Stimulation. At this stage the teacher provides stimulation, starts PMB activities by asking questions, encouraging reading books, and other learning activities that lead to problem-solving preparation. 2) Problem Statement

At this stage the teacher provides the opportunity for students to identify problems that are relevant to the subject matter and then one of them is selected and formulated in the form of a hypothesis (temporary answers to problem questions). 1) Data Collection. At this stage the teacher provides the opportunity for students to collect as much relevant information as possible to prove whether the hypothesis is true or not. 2) Data Processing. At this stage students process data and information obtained through interviews, observations, and so on, and then interpret them. 3) Verification. Students carry out careful examinations to prove whether or not the predetermined hypothesis is true with alternative findings, linked to the results of data processing. 4) Generalization. This stage is the process of drawing conclusions that can be used as general principles and applies to all the same events or problems, taking into account the results of the verification.

Supporting and inhibiting factors in the application of discovery learning learning models in the class 5 teaching of the ta'lim muta'alim book at the Riyadlul Jannah Pasuruan Islamic boarding school. In the application of the learning method that is applied in a formal and non-formal education institution, there must be a factor of constraints faced, but it does not rule out that there must also be advantages and supporting factors from the results of the application. In the application of the discovery learning model of learning the book ta'lim muta'alim in boarding schools, there must also be inhibiting or supporting factors, both from the teacher and from the student.

Referring to research results When making decisions, pay attention to what are the reasons or inhibiting factors and supporting factors in the application of the Discovery Learning learning model. In a study conducted by (Arvitaningtyas, 2018), it was concluded that the supporting factors were discovery

learning at SMA Negeri Colomadu that the school had provided facilities / teaching aids in the form of computers and supporting books in the library. And the inhibiting factor is that there are still difficulties both in the assessment, the media which more or less affects the learning strategies and methods.

Based on the results of this study, there are similarities, supporting and inhibiting factors in the application of the discovery learning method in the class 5 teaching and learning of the Muslim Islamic boarding school class 5 at the Islamic boarding school riyadlul jannah pausuruan, namely an interview quote from research with the first data source from ustadzah who teach directly The book of ta'lim muta'alim in the interview excerpt states that: The supporting factor from the results of the application of the discovery learning model is that the students are increasingly active in following my learning method. On average, the students are very responsive and more often come up with new ideas that they can convey or convey. He is also mentally more daring to express opinions than before, he is still shy to ask questions and express his opinion but is now more active. The results of the evaluation of each student's score were also better and there was an increase than before. So the point is not to rely on waiting for the teacher to have a new meaning to read or learn, but now they are more active and without being asked.

The inhibiting factor of the application of the discovery learning learning model that I have applied in teaching the Ta'lim muta'alim book is where students are not ready or even ready to accept assignments from myself because of what, in book learning is very different from another lesson, because book learning is indeed rather difficult or even difficult for elementary level students because the name of the book is full Arabic only with a few meanings or even that in the form of pegon letters and in Javanese. So that I as ustadzah also have to be extra in guiding the students to take part in learning using the discovery learning model in which students are required to be independent in learning. should be continued at the next meeting.

The above statement is a statement from a teacher or ustadzah who teaches the 5th grade Ta'lim muta'alim book lessons at Islamic boarding school riyadlul jannah pasuruan. Furthermore, the researcher will tell the results of the interview quotation that the researcher gets from the answer or opinion of a student. According to some of the students who I gave questions about how to expect the discovery learning learning model in the lesson of the ta'lim muta'alim book so far, what are the supporting and inhibiting factors, the majority of the answers of the students were the same.

The supporting factor that I felt so far when ustadzah applied this method to the study of the ta'lim muta'alim book was that I was more challenged and felt like I was participating in a competition because when the learning activities began, the students collided with one another with strengthened reasons. The reasons were different so that the students outside of learning every day would want to study even harder so that when learning started, the students were not inferior to other students.

While the inhibiting factor is that I, as a santri, feel a bit difficult because the application of this model is carried out in the study of the book where the contents are in Arabic and the students are also required to find their own meaning first before it will be explained again by the ustadzah, and we santris also usually feel sorry for our friend who is a little less active either because he can't or is shy in expressing his opinion so that we think this model of santris is also not that beneficial for lazy students and does not want to be active in following lessons in class. (Kristin, 2016)

CONCLUSIONS

From the above discussion it can be concluded that: the planning stage includes: 1) Formulating objectives; 2) Develop plans for learning activities; 3) Creating a discovery learning model that will be implemented; 4) Determine time management according to a predetermined schedule; 5) During discovery learning, the ustadzah (teacher) monitors directly so that learning remains conducive and orderly; 6) Ustadzah (teacher) continues to provide additional explanations and conclusions at the end of the lesson. And at the implementation stage includes: 1) stimulation; 2) problem statement; 3) information gathering; 4) proof; 5) conclusion. And in the application found supporting and inhibiting factors. Supporting factors: students are increasingly active in participating in learning and more often come up with new ideas that they can convey or convey. While the inhibiting factor of students is not ready to accept assignments in book learning because book learning is indeed difficult and usually in learning more teachers as a source of information.

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