

DISCOVERY LEARNING MODEL BASED ON LITERACY COLLABORATION IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT MAN 2 PONOROGO

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Abstract

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Students who are not actively involved when learning takes place in the classroom result in inhibition of thinking skills and confusion in facing the process to get the final result. This is because the use of strategies or learning models applied is not appropriate, so it does not encourage an active learning atmosphere in the classroom. Today's school learning models are constantly evolving and changing to help students learn actively and effectively. Students must be able to connect learning materials with real events that occur in everyday life in their environment. The research conducted at MAN 2 Ponorogo aims to find out how teachers apply the Discovery learning model based on literacy collaboration in Islamic religious education subjects. Researchers use qualitative descriptive methods and get the result that students can understand the subjects as they experience the process of finding themselves. On the other hand, the disadvantage of this learning model is that it must take a lot of time if it is not guided and directed properly

Keywords: Discovery Learning, Literacy Collaboration, Islamic Education

1. INTRODUCTION

Educational challenges are increasingly diverse along with the rapid development of the times. Teachers and educational institutions are required to be adaptive and more creative, innovate, flexible, and responsive to the needs of today's students. Collaboration with students, good communication, and the implementation of diverse learning strategies can help overcome many challenges in learning. Today's school learning models are constantly evolving and changing to help students learn actively and effectively. Students must be able to relate learning materials to real events that occur in everyday life in their environment.

The phenomenon of students who are not actively involved when learning takes place in the classroom results in inhibition of thinking skills and confusion in solving problems or the process of getting the final result. This is because the use of strategies or learning models applied is not appropriate, so it does not encourage an active learning atmosphere in the classroom. According to Irawan (2023), as a teacher of Islamic religious education at MAN 2 Ponorogo, in order for students to have high motivation and be active in learning, teachers are encouraged to use a learning model that is able to activate students as a whole in order to build active learning. One of them is by means of discovery of new experiences, namely by applying the discovery learning model

Discovery learning is an approach to learning in which students are encouraged to be actively involved in the process of discovering and understanding concepts or information themselves through exploration, experimentation, and discovery. This approach aims to encourage deeper understanding and enable students to develop critical thinking, analytical, and problem-solving skills. In discovery learning, teachers act as facilitators or guides, who provide the necessary guidance, support, and resources, but give students autonomy to explore the course material on their own. The discovery learning model is a teaching method that focuses on student responsiveness in learning.

Literacy Collaboration refers to a person's ability to participate in collaboration or cooperation with other students effectively and productively. It involves a range of skills and knowledge necessary

to work together in groups in order to solve common problems, and achieve common goals. Literacy Collaboration is not just about working together, but also about how to interact, communicate, and contribute constructively in group work situations.

As a compulsory subject to be taught, Islamic religious education needs to be taught as well as possible like other subjects. There are various kinds of learning models and methods in Islamic religious education subjects, such as lecture methods that are not combined with other methods such as discussion, memorization, or question and answer in a very passive way resulting in the learning process becoming monotonous (Islam et al., 2020)

One of the schools that applies the discovery learning model based on literacy collaboration is MAN 2 Ponorogo. In an interview with a teacher at the school, Irawan (2023), it was found that MAN 2 Ponorogo has implemented the implementation of discovery learning with the hope that students can be active and focus on understanding concepts and conclusions or discovering new experiences. Based on this background, the purpose of writing this article is to find out the process of implementing discovery learning model based on literacy collaboration in Islamic Religious Education subjects at MAN 2 Ponorogo, as well as knowing what are the inhibiting and supporting factors in applying the model

2. METHODS

This research uses a qualitative approach, which is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior (Moleong, 2001). The type of research used is a case study, which is a research conducted on a "unified system". This unity can be programs, activities, events. A case study is a research directed to collect data, take meaning, gain understanding from the case.

Data collection techniques in this study through observation and in-depth interviews. The data obtained during the study, both primary and secondary data were then processed and analyzed using Miles and Huberman model data analysis techniques, data reduction, data presentation and drawing conclusions (Sugiyono & Kuantitatif, 2009). The data collected in this study are data that are in accordance with the focus of the study. Data collection is carried out by means of snowball sampling, where key informants appoint people who know the problem to be investigated to complete their statements and designated people and appoint others if the information is inadequate (W. Mantja, 2007).

Primary data sources in qualitative research are the words of interviews obtained from primary data including: Respondents from teachers of Islamic Religious Education subjects at MAN 2 Ponorogo. While secondary data is documentation of teaching and learning activities in the field related to this research and relevant books. Data collection techniques are carried out in natural settings, primary data sources, and data collection techniques are more on systematic observation, structured interviews and official documentation (Sugiyono, 2010).

Examination of the validity of data basically, in addition to being used to refute the allegations of qualitative research that says unscientific, is also an inseparable element of the body of qualitative research knowledge (Moleong, 2007). In order for data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data. The validity of the data is carried out to prove whether the research carried out is really a scientific research as well as to test the data obtained. Data validity tests in qualitative research include tests, credibility, transferability, dependability, and confirmability (Sugiyono, 2007)

3. RESULTS AND DISCUSSION

a. Discovery Learning Model

The learning model is a pattern of interaction by teachers and students related to strategies, methods, approaches, and techniques implemented in teaching and learning activities in the classroom (Islam et al., 2020). Discovery learning is one of the learning models where students are encouraged to be actively involved in the learning process, namely by finding and understanding their own concepts or information through exploration, experimentation, and discovery.

Learning activities by discovering themselves is a more effective way in the learning process because students will directly know the process rather than just following the instructions given by the teacher (Svinicki, 1998). In the learning process with this, the teacher only acts as a guide and facilitator who directs students to find concepts, postulates, procedures, algorithms and the like. The three main characteristics of discovering learning are (1) exploring and solving problems to create, combine and generalize knowledge, (2) student-centered, (3) activities to combine new knowledge and existing knowledge (Astari, 2017). Discovery learning can improve individual discovery abilities, in addition to so that learning conditions that were originally passive become more active and creative. So that teachers can change learning that was originally teacher oriented to student oriented (Ana, 2018). Discovery learning can also encourage students to be active in expressing some opinions that can be drawn conclusions based on general principles of safety directly (Triyani et al., 2018). Students with little background knowledge will have difficulty in directing their learning. Therefore, teachers must play an active role in the mentoring process and ensure that students remain on a productive and efficient path in material exploration.

b. Literacy Collaboration Method

The Literacy Collaboration learning method stimulates discussion, critical thinking, and the development of literacy and social skills so as to create an environment where students are able to learn from each other and support each other in understanding the subject matter. Literacy skills are the key to one's success in dealing with every problem that arises. Reading literacy can be interpreted as a skill resulting from understanding the reading process that is useful for developing useful abilities in life (Yusrah et al., 2020). Collaboration skills emphasize the activities of each learner to gain new knowledge and understanding from interactions carried out both with others and with the surrounding environment. The affective aspects arranged in collaboration skills include: (1) working effectively in a team, (2) working flexibly and compromising each other in a team, and (3) having a sense of responsibility in the team (Ditinjau et al., 2023).

Literacy collaboration refers to a person's ability to participate in collaboration or cooperation with other students effectively and productively. It involves a range of skills and knowledge necessary to work in groups, share information, solve problems together, and achieve common goals. Collaboration literacy is not just about working together, but also about how to interact, communicate, and contribute constructively in group work situations. Aspects that need to be considered in applying the literacy collaboration method are: (1) Student skills to communicate clearly, listen well, and convey ideas in a way that can be understood by all members. (2) Ability to think critically and find common solutions to problems that arise in collaborative contexts. (3) Students' ability to adapt to a variety of work styles, approaches, and views of team members. (4) Ability to resolve conflicts in a constructive manner and seek solutions that satisfy all parties. (5) The ability to reach agreement in decision making and carry out actions together. (6) Understand the role of each member in collaboration and be able to make appropriate contributions. (7) Ability to efficiently manage time and resources to achieve collaborative goals.

c. Discovery Learning Model based on literacy collaboration in Islamic Religious Education subjects

The implementation of the discovery Learning Model based on literacy collaboration in Islamic religious education subjects began with observations in MAN 2 Ponorogo on July 20, 2023. In observations on these subjects, it was found that teachers began learning by saying greetings, guiding prayers, checking attendance and providing motivation to students. Then the teacher repeats the learning material in the previous week so that students remember the material that has been given. Furthermore, the teacher divided the students into four groups to apply literacy collaboration with the discovery learning model with the following steps:

1. **Introduction and Motivation:** The teacher introduces a topic or problem that students will explore related to the theme of Faith in the Last Day. The purpose, context, and relevance of this topic are introduced to motivate students.
2. **Ask Questions or Problems:** The teacher or student can ask open-ended questions or present problems that need to be solved with regard to Faith in the Last Days. It encourages students to think critically and seek answers on their own.
3. **Early Exploration:** Students are asked to gather initial information on the topic by observing, reading, or listening to material through video impressions about end-day phenomena
4. **Exploration Planning:** Students plan their approach to answering questions or solving existing problems
5. **Exploration and Experimentation:** Students undertake further exploration through assignments designed to support their discoveries in the Qur'an (QS Az Zumar:68).
6. **Analysis and Reflection:** Students analyze the information they have gathered, identify patterns or relationships, and reflect on the results of their exploration.
7. **Problem or Finding Solving:** Students formulate answers or solutions to the questions or problems posed. They can present their findings in the form of presentations in class
8. **Discussion and Sharing:** Students share their findings and processes with group or class members. Discussions are conducted to see different perspectives and teach them about different approaches.
9. **Comprehension Development:** Teachers help students relate their findings to broader concepts, helping to build a deeper understanding with regard to Islamic religious education material.
10. **Final Reflection:** Students reflect on what they have learned, how they solved problems, and how these experiences can be applied to everyday life.
11. **Assessment:** The teacher assesses students' understanding and ability to solve problems and relate concepts. The assessment is carried out in writing

As is common in all learning models, in the discovery learning learning model there are also obstacles faced by students. In the analysis and explanation of knowledge, many students are active. However, some students tend to be passive because each child has different abilities. Advantages and disadvantages are definitely there. Among these supporting factors, in learning the teacher knows how to make the classroom come alive and the teacher uses language that is flexible and easy to understand by students. Make students active in learning activities while reflecting and using their ability to find the end result. Students really understand the subject because they experience the process of finding themselves

Based on an interview with Irawan (2023), an Islamic religious education teacher at MAN 2 Ponorogo, it was found that the obstacles to the application of the discovery learning model are; takes quite a lot of time. If it is not guided and directed properly, it will lead to chaos of the material to be studied and require students to have preparation and mental maturity in themselves. Students must be able to dare to capture and understand the atmosphere around them well and purposefully.

4. CONCLUSION

In relation to research conducted at MAN 2 Ponorogo which has applied the Discovery Learning Model Based on literacy collaboration in the subject of Islamic religious education has many advantages, namely the teacher can make the classroom come alive and the material to be delivered by the teacher can be easily understood by students. In addition, students become more active in learning activities while reflecting and using their abilities to find the final result. Students really understand the subject because they experience the process of finding themselves. On the other hand, the disadvantage of this learning model is that it must require a lot of time. If it is not well guided and directed, it will take out of context the material being studied and require students to have preparation and mental maturity in themselves to be able to communicate between students in class.

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