Discovery Learning Method in Improving Learning Outcomes of Islamic Religious Education (A Study at SMKN 1 Baubau)

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ABSTRACT

This research aims to improve student learning outcomes in the material Modeling the Struggle of the Prophet's Da'wah in Mecca through the Discovery Learning method in class X BDP 3 SMKN 1 Baubau for the 2022 academic year.This type of research is classroom action research conducted in class at SMKN 1 Baubau in the odd semester of the 2022/2023 academic year with a total of 38 students. The factors examined in this study were (1) learning outcomes factors, (2) teacher factors, and (3) student factors. This research was carried out in 2 cycles with implementation procedures (1) planning, (2) implementing actions, (3) observation, and (4) analysis and reflection. The research data were analyzed using descriptive statistics. The indicators of the success of this research are (1) in terms of process, that is, actions are categorized as successful if at least 85% of the learning scenarios are carried out well, and (2) in terms of results, that is, an action is categorized as successful if at least 85% of students have obtained a score of ≥ 70 in accordance with the KKM for Islamic Education and Moral Education for class X BDP 3 SMKN 1 Baubau for the 2022/2023 academic year. The results of this study indicate that the application of Discovery Learning learning can improve student learning outcomes in class X BDP 3 SMKN 1 Baubau for the 2022/2023 academic year. It is seen thatbefore implementing the action of student learning outcomes with an average classical percentage of 65% increases to 76% in the implementation of Cycle I actions, and increases again to 86% in Cycle II.
Keywords: Discovery Learning; Improving Learning Outcomes; SMKN 1 Baubau

INTRODUCTION

The application of effective learning strategies in education Islamic Religious Education (PAI) is vital to improving student learning outcomes; therefore, Islamic Religious Education teachers are expected to be able to select and implement learning strategies that encourage students' active engagement in class activities. This remark demonstrates that the role of PAI teachers as designers and facilitators in the classroom learning process is crucial for enhancing student learning outcomes. This is consistent with Usman (2000) that the teacher, as a mediator and facilitator, should be able to

mediate and facilitate students in many matters necessary for the proper operation of the teaching and learning process.

Based on the aforementioned opinion, it is clear that the ability of the PAI teacher to select the PAI learning method has a significant impact on the success of student learning as a result of the use of learning methods that can foster the motivation and participation of students in the learning process in the PAI teacher's class. It may also be understood that the application of the teacher's learning approach significantly influences the growth of student learning motivation and activity. The low learning outcomes of PAI in the content Struggle of the Prophet's Da'wah in Mecca are due to the students' lack of interest and active learning in class X BDP 3 SMKN 1 Baubau. This conclusion is substantiated by data derived from the results of the students' Daily Test, which indicate that only 25 out of 38 students who took the test, or 65 percent, met the Minimum Completeness Criteria (KKM) for PAI topics in the 2022/2023 academic year. Low student learning outcomes are also caused by students' lack of active participation in the learning process, which is a result of the research teacher's use of learning methods that are inconsistent with the characteristics of the material "Struggle of the Prophet's Da'wah in Mecca".

Implementing relevant learning strategies is one way to boost student motivation and engagement with the learning process. Discovery learning is one of the ideal learning strategies for Islamic Religious Education (PAI) subjects. Discovery learning method approaches used by teachers to facilitate student learning by requiring students to conduct investigations and find solutions to problems connected to the learning material offered by the teacher (Takdir, 2012). Discovery learning method is a learning technique that focuses student-centered learning processes through group or teamwork to achieve active learning experiences and maximize learning outcomes (Suprijono, 2011). This technique focuses on students so that they can explore and solve problems to develop, combine, and generalize knowledge; it is also an activity to combine new and current knowledge (Sani, 2014).

This statement is also supported by prior studies indicating that the discovery learning approach can considerably enhance student learning results in Islamic Religious Education classes (Ali, 2021; Munirah, 2020). The discovery learning paradigm can raise student learning motivation in addition to improving student learning outcomes (Sulfemi & Yuliana, 2019). On the basic of a number of pertinent studies, it is evident that the discovery learning approach can boost learning activities, motivation to study, and student learning results. Consequently, the goal of this study is to increase student learning outcomes in the subject Struggle of the Prophet's Da'wah in Mecca using the Discovery Learning technique in class X BDP 3 SMKN 1 Baubau for the academic year 2022.

METHOD

This study employs a quantitative methodology, i.e., a strategy that outlines how field data might be presented numerically and then described to reach a result. In addition, the design of this study was to employ a Classroom Action Research (PTK) design, consisting of planning, acting, observing, and reflecting, as depicted in the accompanying PTK design diagram.

Figure 1. Desain PTK
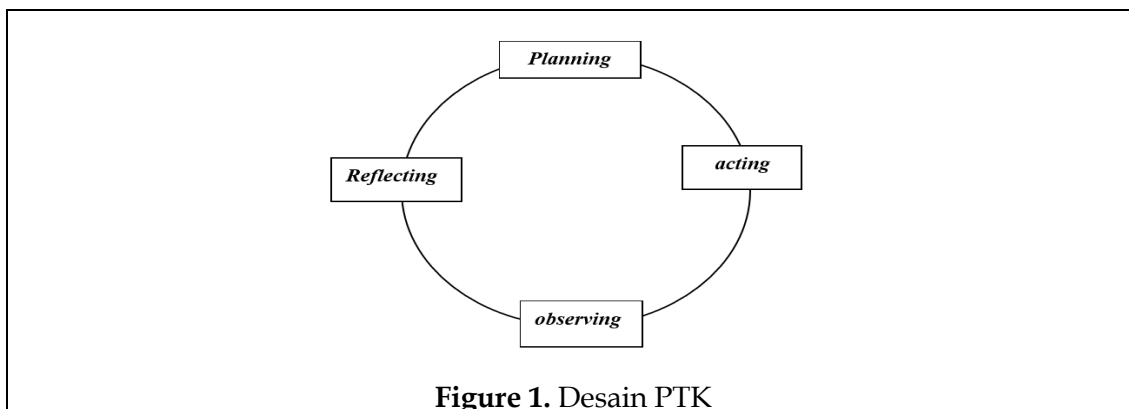
In October 2022, Classroom Action Research (PTK) was conducted at SMKN 1 Baubau, Baubau City, Southeast Sulawesi Province, during the odd semester of the 2022/2023 school year. This study focused on class X BDP 3 students at SMKN 1 Baubau, which consisted of 38 individuals. The collection of study data utilized both test and non-test research devices. The test technique is used to determine the rise in student learning outcomes in material replicating the Prophet's da'wah struggle, whereas the non-test technique is used to observe student and teacher behaviors throughout the learning process. Following is a description of the two sorts of research instruments. In this Classroom Action Research (PTK), quantitative and qualitative data analysis methods were used.

RESULT AND DISCUSSION

Pre-action Findings

This research began with pre-action activities, namely (1) analyzing data on the daily test scores of class X BDP 3 SMKN 1 Baubau for the 2022/2023 academic year on the material Struggle of the Prophet's Da'wah in Mecca as can be seen in Table 1 below:

Table 1. Student Learning Outcomes in Pre-Action Academic Year 2022/2023

Urt	Student Code Number	L/P	KKM	Test Daily (UH)	Completeness	
			70	**I**	**Yes**	**Not**
1.	Abd. R	L	70	73	√	
2.	Ah. Sap.	L	70	66	-	√
3.	Annisa M.	P	70	66	-	√
4.	Az.	L	70	70	√	
5.	Def.	P	70	75	√	
6.	Elf.	P	70	66	-	√
7.	Fad. M.	L	70	72	√	
8.	Fad. B.	L	70	66	-	√
9.	Fa.	L	70	72	√	
10.	fem. ad	L	70	65	-	√
11.	Ip	L	70	65	-	√
12.	Irf	L	70	70	√	
13.	La F.	L	70	70	√	
14.	LD S.	L	70	65	-	√
15.	M. Zein	L	70	70	√	

16.	Muh. Iz a. D	L	70	66	-	√
17.	M.Ra.	L	70	72	√	
18.	M. Ref.	L	70	70	√	
19.	M. Hus. A	L	70	72	√	
20.	M. Nur Y.	L	70	72	√	
21.	N. Nab.	P	70	70	√	
22.	PPT Sal.	P	70	72	√	
23.	PW P	P	70	72	√	
24.	Rn	P	70	70	√	
25.	Rasdn. Q	L	70	65	-	√
26.	Rn. R	P	70	70	√	
27.	Riz. M	L	70	72	√	
28.	Roy P.	L	70	70	√	
29.	sls	P	70	65	-	√
30.	Sam.	P	70	70	√	
31.	Sand A.A	P	70	72	√	
32.	Sal Bill.	P	70	70	√	
33.	St. M	P	70	70	√	
34.	Sri H.	P	70	65	-	√
35.	sc. Au.	P	70	72	√	
36.	WD F.	P	70	65	-	√
37.	WD. V	P	70	72	√	
38.	Yas. R.H	L	70	65	-	√
	Amount				25	13
	% Completeness				65%	35%

Table 1 above illustrates that the results of PAI learning before the application of Discovery Learning in learning material Imitating the Struggle of the Prophet's Da'wah in Mecca achieved the expected target, namely at least 85% of students did not obtain or achieve the minimum completeness target (KKM), which is a score of 70. The indicators are not yet maximal the competency of students in understanding the material following the Prophet's Da'wah Struggle in Mecca can be proven by the percentage value of group success that only 65% (25) of students have achieved learning mastery, namely KKM PAI for the 2022/2023 school year. The results of reflection on learning and strengthened by the results of discussions with fellow teachers

Research Results in Cycle I

After carrying out the learning process with two face-to-face or meeting meetings, the teacher then evaluates Cycle I. The aspects observed in the implementation of Cycle I are the activeness of students in the learning process, the implementation of scenarios or learning steps by the teacher, and the increase in student learning outcomes in understanding Theory. The stages of implementing Cycle I activities are as follows.

a. Planning

At this stage, researchers develop plans that will be carried out during learning, including (1) determining and providing LKPD; (2) preparing a lesson plan implementation plan (RPP); (3) Compile and prepare assessment instruments and

rubrics, as well as Observation Sheets; (4) Prepare observation instruments and test instruments; and (5) Prepare a list of values.

   b. Implementation of Actions

Implementation of the action, namely the teacher as a researcher carrying out the learning process in class with material imitating the Struggle of the Prophet's Da'wah by applying the Discovery Learning learning method. The steps for learning the teacher as a researcher are as follows.

1) Initial Activities

In the initial activity, (1) After greeting, praying and checking student attendance, the teacher conducts apperception and motivation about the importance of studying the material: The substance and strategy of the Prophet's da'wah. in Mecca.; (2) The teacher conveys the basic competencies and learning objectives to be achieved, assessment techniques and learning model syntax; (3) The teacher conveys the benefits in everyday life about the material being taught; (4) The teacher conducts a pretest by asking several questions about the subject matter; (5) The teacher relates past lessons to the lessons to be taught.

2) Core Activities

The core activity consists of 6 phases, namely following the steps of Discovery Learning learning activities, namely, as follows.

Phase I: Stimulus

   1. Students are divided into study groups consisting of 6 - 7 people

   2. The teacher distributes Student Worksheets (LKPD) containing the topic of material imitating the Prophet's Da'wah Struggle in Mecca

   3. the teacher explains and or gives instructions on filling out the LKPD and work steps;

   4.Students observe the broadcast of the Substance and Da'wah strategy of Rasulullah SAW. in Mecca, which the teacher broadcasts on the LCD; (

   7. Students are asked to read material on the Substance and Da'wah strategy of Rasulullah SAW. in Mecca. in the student book

Phase II: Problem Identification

   1. Students are facilitated for each group to compile problems related to the Da'wah Strategy of Rasulullah SAW in Mecca and write them in LKPD

Phase III: Data Collection

   1. Students and their teams read various references to find strategies for preaching the Prophet in Mecca

Phase IV: Data Processing

   1. Each group prepares the final assignment to be presented in front of the class.

Phase V: Verification/Proof

1. Each group representative works on one of the questions on the blackboard or in front of the class

2. Each group presents its group's results and other groups respond and or ask questions

Phase V : Generalization (Drawing Conclusions)

1. Each group completes the work to be submitted to the teacher

3) Final Activities

The teacher's activities in the final stage are (1) collecting the results of student work, (2) the teacher providing reinforcement and reflection, (3) giving post-test questions, (4) the teacher delivering material to be studied at the next meeting; and (5) the teacher closes the lesson by facilitating students reading prayers and greetings.

Observation Results of Learning Cycle I

a.   Student Activity in the Learning Process Cycle I

Based on observational data relating to student activity in the learning process, the researcher obtained an illustration that the learning process is related to student activity through the Discovery Learning method in Table 4.2 below.

Table 2. Student Activity Data in Cycle I on Learning Class X BDP 3 SMKN 1 Bau-bau Kendari Academic Year 2022/2023

No	Student activity and motivation	Pert's achievements	
		1	2
1.	Readiness of students to study and pray especially before studying	75%	100%
2.	Students are motivated and active in learning by listening to the teacher's explanation and LCD displays	75%	75%
3.	Students actively discuss and work together with their teams/groups	75%	75%
4.	Students actively complete their group assignments	75%	75%
5.	Students actively express opinions in response to the percentage of other groups	75%	75%
6.	Concluding learning material both individually and in teams based on the subject matter that has been discussed	75%	75%
	Average	75%	79%
	Category	Enough	Enough
	Total Average		77

Based on table 2, information is obtained that the percentage of students' activeness in learning Imitating the Struggle of Dakwah RAsulullah in Mecca through the Discovery Learning learning method has not shown success, because most have not carried out group discussions properly, both discussions among team members or group members or in responding to presentations another group. The students' activeness and participation have not yet developed, perhaps due to their unfamiliarity with collaborating or discussing the Discovery Learning learning model. Even though the

increase in student activity has not yet reached the achievement indicator, which is 85%, the student activity and learning motivation have shown an increase from the 1st meeting to the 2nd meeting in Cycle I.

b. Implementation of Teacher Activities in Learning Cycle I

Based on observational data related to the teacher's ability to apply Discovery Learning learning activities in cycle I, it is in accordance with the learning activity steps (scenarios) that have been designed in the Learning Implementation Plan (RPP) that has been prepared. Indicators that show an overview of the implementation of teacher learning in implementing Discovery Learning can be seen in Table 4.3 below.

Table 3. Implementation of Teacher Learning Scenarios Using the Discovery Learning Method in Class X BDP 3 of SMKN 1 Baubau in the 2022/2023 Academic Year

No	Learning Activities	Pert's achievements	
		1	2
Open Lesson		-	-
1. Apperception		100%	100%
2. Convey learning objectives		100%	100%
3. Motivating students to engage in learning activities		100%	100%
Core Learning Activities		-	-
1. Teacher's ability to manage student study groups through discovery learning		75%	100%
2. The teacher's ability to explain and present the subject matter		75%	75%
3. The teacher's ability to guide students in formulating investigative questions and collecting and analyzing data		75%	75%
4. Teacher's ability to facilitate group presentations		75%	75%
Close Lesson		-	-
a. Teachers and students reflect on learning		75%	75%
b. Teacher Summarizes learning activities		100%	100
c. The teacher gives follow-up learning		75%	75
Average		85%	88%
Category		Well	Well
Total Average		86% (GOOD)	

Based on table 3, information is obtained that the implementation of teacher learning scenarios is at a good level with a total average of 86%. This illustrates that the implementation of teacher learning through Discovery Learning is not in accordance with the Very Good target, namely 91% -100%. Even though the improvement in the implementation of teacher learning through Discovery learning has not yet reached the achievement indicator, which is 100%, the teacher has shown increased competence in teaching students the material to Follow the Prophet's Struggle in Mecca from the 1st meeting to the 2nd meeting in Cycle I.

c. Results of Cycle I Learning Evaluation

After carrying out the action in two meetings in Cycle I, the researcher conducted an evaluation to determine the extent to which student learning outcomes increased after

implementing the Discovery Learning learning method. The evaluation results can be seen in table 4.

Table 4. Student Learning Outcomes in Cycle I

Urt	Student Code Number	L/P	KKM	Results Evaluation	Completeness	
			70		Yes	Not
1.	01. Abd. R	L	70	75	√	
2.	02.Ah. Sap.	L	70	75	√	
3.	03. Annisa M.	P	70	75	√	
4.	04.Az.	L	70	75	√	
5.	05. Def.	P	70	75	√	
6.	06. Elf.	P	70	68	-	√
7.	07. Fad. M.	L	70	75	√	
8.	08. Fad. B.	L	70	66	-	√
9.	09. Fa.	L	70	76	√	
10.	10. Fem. ad	L	70	65	-	√
11.	11. Ip	L	70	65	-	√
12.	12. Irf	L	70	75	√	
13.	13.La F.	L	70	70	√	
14.	14. LD S.	L	70	75	√	-
15.	15. M. Zein	L	70	70	√	
16.	16. Moh. Iz a. D	L	70	66	-	√
17.	17. M.Ra.	L	70	72	√	
18.	18. M. Ref.	L	70	75	√	
19.	19. M. Hus. A	L	70	77	√	
20.	20. M. Nur Y.	L	70	78	√	
21.	21. N. Nab.	P	70	70	√	
22.	22. PPT Sal.	P	70	72	√	
23.	23.P.W.P	P	70	72	√	
24.	24. Rn	P	70	72	√	
25.	25. Rasdn. Q	L	70	65	-	√
26.	Rn. R	P	70	70	√	
27.	Riz. M	L	70	75	√	
28.	Roy P.	L	70	70	√	
29.	sls	P	70	65	-	√
30.	Sam.	P	70	70	√	
	Sand A.A	P	70	75	√	
	Sal Bill.	P	70	75	√	
	St. M	P	70	72	√	
	Sri H.	P	70	65	-	√
	sc. Au.	P	70	72	√	
	WD F.	P	70	65	-	√
	WD. V	P	70	72	√	
	Yas. R.H	L	70	75	√	-
	Amount				29	9
	% Completeness				76%	24%

Table 4 above shows that the learning outcomes of students in class X BDP 3 SMKN 1 Baubau in the 2022/2023 academic year in understanding the material Modeling the Struggle of the Da'wah of the Prophet in cycle I have not reached the expected target, because the percentage of student success classically is 76%, while The targeted success indicator is 85%. Based on the results of the achievements in cycle I, it can be said that efforts to improve student learning outcomes in the material Modeling the Struggle of the Prophet's Da'wah in Mecca still need to be improved, so that action research is still continued in Cycle II. However, the learning outcomes of students in the material Modeling the Struggle of the Prophet's Da'wah in Mecca presented through the Discovery Learning learning method in cycle I have shown an increase in learning outcomes or achievements. It can be seen that in the pre-action the classical percentage of student learning outcomes was at 65% increasing to 76% in the implementation of Cycle I actions.

d.   Reflection Results of Learning Cycle I

From the results of the first cycle of reflection, it was concluded that student learning outcomes in understanding the material following the Prophet's Da'wah Struggle in Mecca had not reached the expected target. The results of reflection show that not all students are active in discussions, both among group members and in responding to other group presentations, including in terms of conducting investigations of learning resources to answer problems.This may be because students are not used to having discussions and working together, and in carrying out investigations to answer problems that have been set by each group, so that students still have difficulty explaining the strategies for the struggle of the Prophet's da'wah in Mecca presented by the teacher.However, the positive thing in discovery learning lessons is that students begin to enjoy patterns of investigation and cooperation and exchange of opinions in the learning process in the classroom in cycle I, but some students are still stiff in working together because they are not used to it. Thus, the recommendations for improvement for Cycle II are to put more emphasis on how teachers' efforts to activate and maximize the principles of inquiry and group cooperation in learning material Modeling the Prophet's Da'wah Struggle in Mecca.

Implementation of Cycle II Actions

The aspects observed in the implementation of Cycle II were the activeness of students in the learning process, the implementation of scenarios or learning steps by the teacher, and the increase in student learning outcomes, as the results of the recommendations for reflection on learning cycle I. The stages of implementing Cycle II activities were as follows: .

a.   Cycle II Learning Planning

At this stage, the researcher compiles plans that will be carried out during learning, including:

1) Determine and provide LKPD in accordance with cycle I recommendations.

2) Prepare a lesson plan implementation plan (RPP) according to cycle I recommendations.

3) Develop and prepare assessment instruments and rubrics.

4) Prepare observation instruments and test instruments

5) Prepare a list of values.

    b.   Implementation of Cycle II Actions

The implementation of the intended action is that the teacher as a researcher carries out the learning process in class with material imitating the struggle of the Prophet in Makkah by applying the Discovery Learning learning method. As for the steps of teacher learning as a researcher are as follows.

1) Initial Activities

In the initial activity, (1) After greeting, praying and checking student attendance, the teacher conducts apperception and motivation about the importance of studying the Prophet's da'wah strategy material. in Mecca; (2) The teacher conveys the basic competencies and learning objectives to be achieved, assessment techniques and learning model syntax; (3) The teacher conveys the benefits in everyday life about the material being taught; (4) The teacher conducts a pretest by asking several questions about the subject matter; (5) The teacher relates past lessons to the lessons to be taught.

2) Core Activities

The core activity consists of 6 phases, namely following the steps of Discovery Learning learning activities, namely, as follows.

Phase I: Stimulus

    1. Students are divided into study groups consisting of 6 - 7 people

    2. The teacher distributes Student Worksheets (LKPD) containing the topic of material imitating the Prophet's Da'wah Struggle in Mecca

    3. the teacher explains and or gives instructions on filling out the LKPD and work steps;

    4.Students observe the material displayed by the teacher on the LCD

    7. Students are asked to read various sources related to the material Examining the Struggle of Rasulullah SAW's Da'wah in Mecca which is in student books and in other sources

Phase II: Problem Identification

    1. Students are facilitated for each group to compose problems and or formulate problems after studying material from various sources and writing them on LKPD

Phase III: Data Collection

    1. Students and their teams re-read various references to find or answer the problems that have been formulated

Phase IV: Data Processing

    1. Each group prepares the final assignment to be presented in front of the class.

Phase V: Verification/Proof

    1. Each group representative answers the problems that have been prepared

2. Each group presents its group's results and other groups respond and or
   ask questions

| **Phase V : Generalization (Drawing Conclusions)** |
| 1. Each group completes the work to be submitted to the teacher |

3) Final Activities

The teacher's activities in the final stage are (1) collecting the results of student work, (2) the teacher providing reinforcement and reflection, (3) giving post-test questions, (4) the teacher delivering material to be studied at the next meeting; and (5) the teacher closes the lesson by facilitating students reading prayers and greetings.

c. Observation Results of Student Activeness in the Learning Process

Data that describes the increase in student learning activity can be seenTable 4.5 follows.

Table 5. Data on Student Activity in Cycle II on Learning to Follow the Struggle of Da'wah Rasulullah in Class X BDP 3 SMKN 1 Baubau Academic Year 2022/2023

| No | Student activity and motivation | Pert's achievements | |
		1	2
1.	Readiness of students to study and pray especially before studying	100%	100%
2.	Students are motivated and active in learning by listening to teacher explanations and learning videos that explain number patterns	100%	100%
3.	Students actively discuss and work together with their teams/groups	100%	100%
4.	Students actively complete their group assignments	100%	100%
5.	Students actively express opinions in response to the percentage of other groups	75%	100%
6.	Concluding learning material both individually and in teams based on the completion of the math problems that have been discussed	75%	75%
	Average	92%	96%
		S. Fine	S. Fine
	Total Average	94% (Very Good)	

Based on table 5 information is obtained that the percentage of students' activeness in learning the material Imitating the Struggle of the Prophet in Mecca through the Discovery Learning learning method has shown results that achieve the success target of 85% level of student activity. This statement is supported by the data in Table 4.5 that the students' active learning results have reached an average of 94% in the very good category. Based on these results, the researcher can conclude that the application of the Discovery Learning learning method can foster student activity and participation in the learning process in the classroom.

d. Results of Observation of the Implementation of Cycle II Teacher Learning

The data describing the increase in teacher learning activity in Cycle II can be seenTable 6 below.

Table 6. The Implementation of Teacher Learning Scenarios Using the Discovery Learning Method on Material Imitating the Struggle of the Prophet's Da'wah in Class X BDP 3 SMKN 1 Baubau Academic Year 2022/2023

No	Student activity and motivation	Pert's achievements	
		2	3
	Open Lesson	-	-
	1. Apperception	100	100
	2. Convey learning objectives	100	100
	3.Motivating students to engage in learning activities	100	100
	Core Learning Activities	-	-
1.	Teacher's ability to manage Discovery Learning Student Study Groups	100	100
2.	The teacher's ability to explain and present material through the LCD	100	100
3.	The teacher's ability to guide students in formulating investigative questions in each group	100	100
4.	The teacher guides students to examine various references or sources for data collection based on the questions or problem formulations that have been submitted	100	100
5.	The teacher facilitates students to discuss with their group mates to formulate steps to solve the problem	100	100
4.	Teacher is ablefacilitate students to do Group presentations by each group and facilitate students to respond to group presenters	75	75
	Close Lesson	-	-
	a. Teachers and students reflect on learning	75	100
	b. Teacher Summarizes learning activities	100	100
	c. The teacher gives follow-up learning	100	100
	Average	95%	98%
	Category	SB	SB
	Total Average	96% (Very Good)	

Based on table 6, information is obtained that the implementation of the teacher learning scenario in Cycle II, which is at a very good level. This illustrates that the implementation of teacher learning through Discovery Learning is in accordance with the target, namely Very Good, namely 91% -100%, namely 96% (Very Good). Based on the results of observations of the implementation of teacher learning that has reached the expected target will be able to have a positive impact on improving student learning outcomes.

e. Evaluation Results of Cycle II

To find out how far the progress of learning outcomes during learning activities, the teacher carries out a final evaluation of the implementation of Cycle II learning by using a test. The results can be seen in table 7 below:

Table 7. Student Learning Outcomes in Cycle II

Urt	Student Code Number	L/P	KKM	Results Evaluation	Completeness	
					Yes	Not
				70		
1.	01. Abd. R	L	70	87	√	-
2.	02.Ah. Sap.	L	70	77	√	-
3.	03. Annisa M.	P	70	85	√	-
4.	04.Az.	L	70	75	√	-
5.	05. Def.	P	70	75	√	-
6.	06. Elf.	P	70	75	√	-
7.	07. Fad. M.	L	70	80	√	-
8.	08. Fad. B.	L	70	75	√	-
9.	09. Fa.	L	70	75	√	-
10.	10. Fem. ad	L	70	70	√	-
11.	11. Ip	L	70	68	-	√
12.	12. Irf	L	70	87	√	
13.	13.La F.	L	70	70	√	
14.	14. LD S.	L	70	75	√	-
15.	15. M. Zein	L	70	75	√	
16.	16. Moh. Iz a. D	L	70	68	-	√
17.	17. M.Ra.	L	70	72	√	-
18.	18. M. Ref.	L	70	75	√	-
19.	19. M. Hus. A	L	70	77	√	-
20.	20. M. Nur Y.	L	70	78	√	-
21.	21. N. Nab.	P	70	75	√	-
22.	22. PPT Sal.	P	70	75	√	-
23.	23.P.W.P	P	70	72	√	-
24.	24. Rn	P	70	77	√	-
25.	25. Rasdn. Q	L	70	75	√	-
26.	Rn. R	P	70	70	√	-

Table 8. Student Learning Outcomes in Cycle II

Urt	Student Code Number	L/P	KKM	Results Evaluation	Completeness	
					Yes	Not
				70		
27.	Riz. M	L	70	75	√	-
28.	Roy P.	L	70	70	√	-
29.	sls	P	70	68	-	√
30.	Sam.	P	70	70	√	-
31.	Sand A.A	P	70	75	√	-
32.	Sal Bill.	P	70	75	√	-
33.	St. M	P	70	72	√	-
34.	Sri H.	P	70	68	-	√
35.	sc. Au.	P	70	72	√	-
36.	WD F.	P	70	68	-	√
37.	WD. V	P	70	72	√	-

38.	Yas. R.H	L	70	75	√	-
	Amount				33	5
	% Completeness				86%	14%

Table 8 above shows that the learning outcomes of students after the implementation of Discovery Learning on the material Modeling the Da'wah of the Prophet in Mecca have reached the target or exceeded the expected target, which is 86%. This result exceeds the completeness target of 85%. Based on student learning outcomes in Cycle II, researchers can say that the application of the Discovery Learning learning method can improve student learning outcomes in class X BDP 3 SMKN 1 Baubau in the 2022/2023 academic year. The indicator is that in the pre-action implementation the classical percentage of student learning outcomes is at 65%, increasing to 76% in the implementation of Cycle I actions, and increasing again to 86% in Cycle II.

Discussion

Teacher's Ability to Implement the Discovery Learning Method

The results of this classroom action research show that the research teacher has very good abilities in carrying out learning material imitating the Prophet's Da'wah Struggle in Mecca through the application of the Discovery Learning learning method. The improvement in the implementation of teacher learning can be seen from the indicator that at meeting 1 Cycle I the teacher's ability to carry out learning was at the level of 86% (Good) increased to 96% (Very Good) in Cycle II This data describes that the teacher has carried out learning according to the learning scenario that has been designed in a very good learning implementation plan. This will have an impact on improving student learning outcomes. This is in line with the opinion This is in line with the view or opinion of Usman (2000) that the teacher as a facilitator in teaching students should be capable in mediating and facilitating students in various things needed in the smooth process of teaching and learning. The results of this study indicate that using the Discovery Learning method or the investigative method can improve Islamic education learning outcomes in following the Prophet's Da'wah Struggle in Mecca for class X BDP 3 SMKN 1 Baubau.

Student Activeness in Learning

The results of this study also show that the application of the Discovery Learning learning method can increase student activity and student motivation in learning. This is based on data that in the first cycle I the activity and motivation of student learning was only at 77% increasing to 94% in cycle II Based on the results of data analysis in Cycles I and II, it can be said that there was an increase in the activeness of the student learning process in learning material by imitating The Da'wah struggle of the Prophet through the application of the Discovery Learning learning method. An increase in student learning activity will also have an impact on improving student learning outcomes. This is in line with opinion Usman (2000) that if the activeness and motivation of student learning can be increased in each activity or learning process by the teacher, it will have a positive impact on improving student learning outcomes.

Student Learning Outcomes

The results of this action research show that there is an increase in student learning outcomes in the material Imitating the Struggle of the Prophet's Da'wah in Mecca in class

X BDP 3 SMKN 1 Baubau for the 2022/2023 academic year. This statement can be seen in the results of data analysis thatin the pre-action implementation the classical percentage of student learning outcomes was at 65% increasing to 76% in the implementation of Cycle I actions and increasing again to 86% in Cycle II. Thus, it can be said that learning material following the Prophet's Da'wah Struggle in Mecca can be improved by the Discovery Learning learning method. Thus, it can be said that the use of the Discovery Learning method canincreasing the activeness of student learning through investigative activities, as well as sharing and collaborating opinions, so that it has an impact on increasing student learning outcomes in class X BDP 3 SMKN 1 Baubau for the 2022/2023 academic year.

Based on the experience of researchers while carrying out this action research, an illustration was obtained that the increase in student learning outcomes was allegedly caused by the enthusiasm of students in learning as indicated by the activeness of students in carrying out investigations in completing group assignments; and the factor of feeling happy for students in sharing and collaborating, both among teams and between teams in the learning process. This statement is corroborated by Budimansyah (2007) that the application of the Discovery Learning learning methodprovide the widest possible opportunity for students to be directly and actively involved in the learning process starting from planning to how to learn a topic through a process of inquiry. Thus, it can be said that the strength of this learning method which is supported by the teacher's ability to apply learning steps is suspected as the cause of increasing student learning outcomes in the material Modeling the Struggle of the Prophet's Da'wah in Mecca.

Conclusion

Based on data analysis, it can be concluded that the application of the Discovery Learning learning method can improve student learning outcomes in class X BDP 3 SMKN 1 Baubau in the 2022/2023 academic year. The indicator is that in the implementation of the pre-action shows the results of the classical percentage of 65% increased to 76% in the implementation of Cycle I actions and increased again to 86% in Cycle II.

The application of the Discovery Learning method can also foster activeness and student participation in the learning process in class.This is based on data that in the first cycle I the activity and motivation of student learning was only at 77% increasing to 94% in cycle II Based on the results of data analysis in Cycles I and II, it can be said that there was an increase in the activeness of the student learning process in learning material by imitating The Da'wah struggle of the Prophet through the application of the Discovery Learning learning method.

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