

## THE EFFECT OF DISCOVERY LEARNING METHOD APPLICATIONS IN INCREASING STUDENT LEARNING MOTIVATION AT MTs ISLAMIC BOARDING SCHOOL OF SALMAN AL-FARISI KARANGANYAR SOLO

**Muhammad Fathul Khoiruddin**

mfk87@gmail.com

### Abstract

This study aims to discuss how the implementation of the Discovery Learning method in MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo; and is there an effect of the Discovery Learning method on student learning motivation implemented at MTs Pondok Pesantren Ssalman Al-Farisi Karanganyar Solo. The form of this research is quantitative research that uses a population, because it is all grade VII students at MTs Pondok Pesantren Salman Al-Farisi Karanganyar Solo. In data collection, the authors used data collection techniques in the form of observation, interview (interview), documentation, and questionnaires. To find out the implementation of the Discovery Learning method and student learning motivation the writer used the percentage formula, while to determine whether the Discovery Learning method had an effect on student learning motivation the writer used the product moment formula (rxy). The results of this study indicate that there is no effect of the Discovery Learning method application on student learning motivation with a score of 0.077. If you look at the interpretation table, the value of "r" product moment is in the range 0.00 - 0.20, which means that between variable x and variable y there is a very weak or very low correlation (it is assumed that there is no correlation between the two).

**Keywords:** *Application, Discovery, Learning, Motivation and Learning*

### A. INTRODUCTION

The quality of life of the nation is largely determined by educational factors. The role of education is very important to create a smart, peaceful, open and democratic life. In addition, the demand for the quality of education that continues to increase, the progress of science, and technology to meet the growing needs of society demands that the national education world make reform efforts towards competitive and innovative education, by carrying out educational reforms.

In the context of educational reform, there are three issues that need to be highlighted, namely curriculum reform, improving the quality of learning, and the effectiveness of learning methods. The learning method has a significant share in teaching and learning activities. The ability that students are expected to have is determined by the relevance of using a method that is suitable for the purpose. Thus in educational renewal, learning innovation must be carried out on learning methods that have been applied so far.

The use of teacher-oriented learning methods with expository mode makes students inactive and productive, should begin to be abandoned. The use of student-oriented learning methods with discovery mode, in which students play a role with a high level of activity, are now starting to be developed by applying the Discovery Learning method in classroom learning.

In addition, the quality of teacher-oriented learning outcomes and expository mode today makes students master learning materials by memorizing rather than mastering certain skills. Most of the students were unable to connect what they learned with how this knowledge would be used / utilized. Students have difficulty understanding academic concepts as they are usually taught, namely using abstract and lecture methods. They really need to understand the concepts related to the workplace and society in general in which they will live and work.<sup>1</sup>

Meanwhile, the application of student-oriented learning and discovery mode ranks high in the world of modern education,<sup>2</sup> with the use of the Discovery Learning method is expected to improve the learning process in the classroom. In addition, the rationale for improving the learning process using the discovery learning method is because the discovery learning method has advantages that emphasize the importance of student involvement in the active learning process. A high level of activity in the learning process is the most basic activity. This means that the success or failure of achieving educational goals depends a lot on how the learning process experienced by students as students.<sup>3</sup>

In fact, the learning process of Islamic religious education that does not focus on discovery, is often simple, routine, formal, dry, and less meaningful. The quality of such learning will result in a low quality of religious education.<sup>4</sup> The learning outcomes that should be the goal are learning that can lead students to behavioral changes, both actual and potential. The change is essentially the acquisition of new skills and the change comes about by deliberate effort.<sup>5</sup> As the understanding of learning according to Cronbach, which defines *Learning is show by a change in behavior as result of experience*. Meanwhile, Harold Spears provides a definition of learning, namely: *Learning is to observe, to read, to imitate, to try something them selves, to listen, to follow direction*.

From these two definitions it can be concluded that learning is always a change in behavior or appearance with a series of conscious business activities by carrying out several activities, namely: writing, taking notes, seeing, reading, remembering, thinking, exercising or practicing, and so on..<sup>6</sup> So that it forms a personality and is relevant to what he is learning.

To improve this situation by applying the Discovery Learning method, students are put in a condition of understanding meaning and extracting meaning by learning to understand concepts, meanings, and relationships, through an

---

<sup>1</sup> Nurhadi, dkk, *Pembelajaran Kontekstual dan Penerapannya dalam KBK*, (Malang: Universitas Negeri Malang, 2004), 3

<sup>2</sup> Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosda Karya, 2004), 243

<sup>3</sup> Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), 1

<sup>4</sup> Muhaimin, *Paradigma Pendidikan Islam*, (Bandung: Remaja Rosda Karya, 2002), 190

<sup>5</sup> Ibid., 196

<sup>6</sup> Djamarah, Syaiful Bahri. *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), 38

intuitive process to finally arrive at a conclusion.<sup>7</sup> In addition, by applying the Discovery Learning method, it aims to change the orientation of learning Akidah Akhlak which still tends to the ability to read texts, not yet leading to understanding meaning and extracting meaning.

As an educational institution characterized by Islam it has a strategic role to ground the values of Islamic teachings by implementing Islamic religious education in the classroom, especially in the field of Akidah Akhlak as the main element of Islamic religious education. In the field of Akidah Akhlak, students are faced with learning that aims so that students are able to distinguish between good and bad, and so that students are able to perform praiseworthy actions in everyday life.

By applying the discovery learning method in the field of Akidah Akhlak study, it is hoped that it will have a positive impact and bring about changes in everyday life. Students in learning are faced with a reflective thinking process to increase learning motivation. Students' ability in problem solving must always be honed in the learning process, namely by using teaching and learning activities that place students in practice using problem-solving methods.

The use of learning methods in the field of Akidah Akhlak study at MTs Pondok Pesantren Salman Al-Farisi Karanganyar Solo, which still uses traditional learning methods affiliated with teacher-oriented and Expository modes, for example lectures that are monotonous and static, contextual, tend to be normative, monolithic, independent of history, and getting academic. This has an impact on student learning motivation, monotonous learning and does not involve students actively in learning activities tend to make students lazy and do not show attitudes of interest in the lessons delivered.

If this alarming condition is left unchecked, it can cause the students' brains to become dull and low in critical thinking skills. Thus the application of a learning method occupies a role that is no less important than other components in teaching and learning activities.<sup>8</sup>

Therefore, the importance of involving students actively in learning activities in class is to foster motivation in students to learn. If students seem unmotivated to learn this can be an important problem and needs attention.

From this information shows that the factor that greatly influences students in learning is motivation. Motivation is needed, because someone who does not have motivation to learn will not be possible to do learning activities. This condition must be changed immediately by finding and applying other learning methods as a motivational tool. The strength and weakness of a person's learning motivation also affects learning success. Thus, efforts to increase learning motivation are very necessary and important, especially motivation that comes from within students (intrinsic motivation) by always thinking about a future that is full of challenges and must be faced to achieve goals. Always put up a determination and always optimistic that your goals can be achieved by learning.

The application of the Discovery Learning method involves more students in active learning activities. Students are expected to have higher learning motivation and continue to increase. Students are expected to learn more

<sup>7</sup> Budiningsih, C Asri, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2005), 43

<sup>8</sup> Djamarah, Syaiful Bahri & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), 83

independently, think critically and creatively in solving the various problems given. With the emergence of intrinsic motivation students feel proud to grow self-confidence because they can solve problems well, students will be happier and will provide encouragement to always remember the subject matter that has been delivered.

Learning is an active mental process. This can be understood that the process of solving student problems always involves high learning motivation. By looking at these problems, it is necessary to apply a learning method that can facilitate students to take an active role in learning. In addition to these methods, it must facilitate students to hone their brains to think critically, systematically so that students can master a creative problem-solving process skill, as well as the methods used to motivate student learning. With the emergence of learning motivation, students will be more happy to remember the subject matter that has been delivered and the discovery learning method is the right choice.

Starting from the problems faced in the world of education, especially in the classes. In formal education, teachers are the practitioners who are most responsible for the success or failure of the learning program in classrooms at school. This is because a teacher is the spearhead or has an important role in learning activities in the classroom. Teachers also determine the quality of education, that the main key to improving the quality of education is the quality of the teachers. Thus the task of the teacher must always make innovations by improving and or improving the quality of learning practices by taking concrete actions in classroom learning in accordance with the characteristics of the lessons in a professional manner.

By paying attention to problems regarding improving the quality of learning and the various problems faced in the learning process, planning must be made in order to answer these challenges. A form of learning planning is important because a learning activity that begins with planning activities will improve the quality of learning and improve learning outcomes.

To accommodate this, teachers need to make improvements (innovation) with effective actions, apply various learning methods, apply certain teaching strategies that can theoretically be accounted for and monitor learning outcomes.

The application of the Discovery Learning method in learning is based on several considerations, namely: in the application of the Discovery Learning method, the empowerment of student potential can be further enhanced if students are actively involved in the learning process in class as Piaget's opinion, that: children must play an active role in learning in class. In activating students in the classroom, according to Jerome S. Bruner, a good way to learn is to understand concepts, meanings, and relationships, through an intuitive process to finally arrive at a conclusion (Discovery Learning).

With Discovery learning students are placed in an environment that is conditioned in the form of exploratory learning designs, where students play an active role in learning in class by exploring learning materials. Students are faced with a learning environment that encourages them to carry out finding activities as a more meaningful and meaningful learning activity. In accordance with the characteristics of the subject of Al-Quran Hadith which requires the ability to explore the values of Islamic teachings in an intense learning material which can then be applied and implemented in a relevant way in everyday life.

With the conditions created in the application of the Discovery Learning method, students learn more fun, delivered to creatively find a concept in lessons, this allows students to be more motivated from within themselves to learn, and if the Discovery Learning method is used more often in learning it will allow students to master skills in learning. solution to problem. Based on the opinion of psychology experts above, it can be concluded that the Discovery Learning application can increase student motivation.

As for the reason the researchers chose MTs Pondok Pesantren Salman Al-Farisi Karanganyar Solo as the object of research because based on the results of preliminary observations it shows that teaching and learning activities in the field of Akidah Akhlak study at MTs Pondok Pesantren Salman Al-Farisi Karanganyar Solo are still dominated by applying teacher learning methods. oriented and expository mode by delivering comprehensive learning materials or lectures. With the use of this lecture method students seem unable to think critically to solve problems, as long as teaching and learning activities students do not show high enthusiasm / motivation to learn, besides that the motivation to remember lessons that have been received also tends to be low which causes students to be reluctant to repeat the subject matter.

In addition, based on the results of temporary research, the ability to solve student problems still tends to be low, besides that student learning motivation is still low, this can be seen in learning activities that are monitored by the principal, students look passive to interact in teaching and learning activities. This was also strengthened by the Akidah Akhlak subject teacher who stated that the motivation of students to do assignments in class was very low, according to the teacher in the field of study due to the lack of student learning motivation in receiving less than optimal lessons. In addition, the pre-test average value obtained at the exploratory meeting, the pre-test average score for students' learning motivation was 1.3. Therefore, increasing student motivation in the field of Akidah Akhlak studies really needs to be improved.

Based on these problems, it is the background for the author to examine the application of the Discovery Learning method to increase learning motivation in an educational institution characterized by Islam, namely the Islamic Boarding School MTs Salman Al-Farisi Karanganyar Solo.

## B. RESEARCH METHODS

The author uses this type of research that is associative quantitative, because in this study the author wants to explore further the effectiveness of the Discovery Learning Method Application in Increasing Student Motivation at MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo. So to describe it, several statistical formulas are used, so that this research is known as quantitative research.

In this study, the author uses quantitative research in which the process of extracting information is manifested in the form of numbers as a tool to find information about what is known.<sup>9</sup>

In data collection, the authors used data collection techniques in the form of observation, interview (interview), documentation, and questionnaires. To find out

---

<sup>9</sup> Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineke Cipta, 1997), 105



the implementation of the Discovery Learning method and student learning motivation the writer used the percentage formula, while to determine whether the Discovery Learning method had an effect on student learning motivation the writer used the product moment formula (rxy).

## C. RESEARCH RESULTS AND DISCUSSION

### 1. Definition of Discovery Learning Method

The method of learning Discovery Learning (Discovery) is a teaching method that regulates teaching in such a way that children acquire knowledge they have not previously known. In discovery learning (discovery) activities or learning that are designed in such a way that students can discover concepts and principles through their own mental processes. Discovery learning (discovery) is an important component in the constructivist approach that has a long history in education.<sup>10</sup> Method literally means "way". In general usage, a method is defined as a way of doing an activity or a way of doing work using facts and concepts systematically.<sup>11</sup>

Meanwhile, according to the Tafsir gives the meaning that: method is a term used to express the meaning of "the most appropriate and fast way of doing something". Tafsir further explained that: the expression "the most precise and fast" is what distinguishes method from way (which means way) in English.

In addition to this understanding, method is not only a way of doing something, but method is defined as a way to achieve something as Gulo argues<sup>12</sup> who explained that: a method is "a way in achieving some thing" a way to achieve something. Discovery Learning method as a learning theory can be defined as learning that occurs when students are not presented with the lesson in its final form, but are expected to organize themselves. As Bruner argues, that: "*Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it him self*" (Lefancois in Emetembun, What made the basis of Bruner's idea was Piaget's opinion which stated that children should play an active role in learning in class. For this reason, Bruner uses a method called Discovery Learning, where students organize the material being studied in a final form.<sup>13</sup>

Discovery Learning method is understanding concepts, meanings, and relationships, through an intuitive process to finally arrive at a conclusion.<sup>14</sup> Discovery occurs when the individual is involved, especially in the use of his mental processes to discover some concepts and principles. Discovery is carried out through mental processes, namely, observation, classification, measurement, prediction, determination and inferencing. Furthermore, as a learning strategy, Discovery Learning has the same principles as inquiry and problem solving. There is no principal difference in these three terms, Discovery Learning emphasizes the discovery of previously unknown concepts or principles. Has the same principles as inquiry, which demands that such an attempt is made.

<sup>10</sup> Suprihatiningrum, Jamil, *Strategi Pembelajaran* (Jogjakarta: Ar Ruzz Media, 2013), 241

<sup>11</sup> Syah, Muhibbin, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Remaja Rosda Karya, 2004), 201

<sup>12</sup> Gulo, W. *Strategi Belajar Mengajar* (Jakarta: Grasindo, 2002), 3

<sup>13</sup> Dalyono, M. *Psikologi Pendidikan*, (Semarang: Rineka Cipta, 1996), 41.

<sup>14</sup> Budiningsih, C Asri. *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2005), 43

However, the principle of learning that seems clear in Discovery Learning is that the material or learning materials to be delivered are not delivered in a final form, but students as learners are encouraged to identify what they want to know followed by looking for information themselves then organize or form (constructively) what they know and they understand in a final form. As Bruner thought that: the acquisition of knowledge is an active process. Individuals actively reconstruct their experiences by connecting new knowledge with their internal capital or cognitive structures.

Thus in applying the Discovery Learning method in a teaching material in a particular field of study, not all subject matter that students must learn is presented in the final form, some parts must be identified by the students themselves. Students are looking for information on their own.<sup>15</sup> As Ausubel's opinion, that in the Discovery Learning method the student finds himself the material he has to learn. It does not only absorb it, but organizes and integrates the materials it learns into its cognitive structure. So that by repeatedly applying the Discovery Learning method can increase the discovery ability of the individual concerned.<sup>16</sup> The use of the Discovery Learning method, wants to change the passive learning conditions to be active and creative. Changing teacher-oriented learning to student-oriented. Changing the Expository mode, students only receive overall information from the teacher to Discovery mode, students find information on their own.

## 2. Learning Environment in Discovery Learning Method

In the learning process, Bruner emphasizes the active participation of each student, and is familiar with differences in abilities. To support the learning process, an environment is needed to facilitate students' curiosity at the exploration stage. This environment is called the Discovery Learning Environment, is an environment where students can explore, new discoveries that are not yet known or understandings that are similar to what is already known.<sup>17</sup> This kind of environment is intended so that students in the learning process can run well and be more creative. To facilitate a good and creative learning process, it must be based on the manipulation of learning materials according to the level of cognitive development of students.

Manipulation of learning materials aims to facilitate students' ability to think (represent what is understood) according to their level of development. According to Bruner, a person's cognitive development occurs through three stages which are determined by the way he sees more precisely describing the environment, namely: enactive, iconic, and symbolic.<sup>18</sup>

- 1) The relaxed stage, a person does activities in an effort to understand the surrounding environment. That is, in understanding the world around them children use motor knowledge. For example, through bites, touches, handles,

---

<sup>15</sup> Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2003), 24

<sup>16</sup> Sarwono, Sarlito Wirawan, *Teori-Teori Psikologi Sosial* (Jakarta: Rajawali Pers, 2003), 92

<sup>17</sup> Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), 140

<sup>18</sup> Budiningsih, C Asri, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2005), 41-4227

and so on.

- 2) The iconic stage, a person understands objects or their world through images and verbal visualization. That is, in understanding the world around them, children learn through parables (appearing) and comparisons (comparisons).
- 3) The symbolic stage, a person has been able to have ideas or abstract ideas which are greatly influenced by his / her ability to speak and logic. In understanding the world around them, children learn through symbols of language, logic, mathematics, and so on. The communication is carried out using many symbols. The more mature a person is in his thinking process, the more dominant the symbol system is. That doesn't mean it doesn't use an enactive and iconic system though. The use of media in learning activities is one proof that an active and iconic system is still needed in the learning process.

In simple terms, the theory of development in the enactive, iconic and symbolic phases is that children explain something through their actions (they move forward or backward on the toy board to adjust their weight to the weight of their playmates). This is the enactive phase. Then in the iconic phase he explains the balance in the image or chart and finally he uses language to explain this balance principle in the symbolic phase.

### **3. Application of Discovery Learning Method in Increasing Student Motivation in Islamic Boarding School Salman Al-Farisi Karanganyar Solo**

The application of the discovery learning method at MTs Pondok Pesantren Salman Al-Farisi Karanganyar Solo is as follows: identification of student needs, preliminary selection of the principles of conceptual understanding and generalization of knowledge, selection of materials, problems / assignments, helping and clarifying tasks or problems that are faced by students and the role of each student, preparing the class and the tools needed, checking students' understanding of the problems to be solved, giving students the opportunity to make discoveries, helping students with information or data if needed by students, lead the analysis itself with questions that guide and identify problems, stimulate interaction between students and students.

Based on data analysis about the application of the Discovery Learning method that is applied at MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo, it is classified as poor because the results are 46%, which is between 40 - 55%.

The Discovery Learning method at MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo, has not been running optimally. It is proven that students' activities at school are still very weak. This statement is supported by the results of research which show that the results If seen at the standard percentage, then there is a scale of 40 - 55%, which is classified as unfavorable criteria. Regarding student motivation at MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo, it can be concluded that the criteria are not good. This is evidenced by a good student interest in learning and from the results of the percentage of student learning motivation at a percentage of 40 - 55% with a percentage of 41% which is classified in the unfavorable category.

The effect of the application of the Discovery Learning method in increasing



student motivation at MTs Salman Al-Farisi Karanganyar Solo Islamic Boarding School can be said to have no effect. This is based on data analysis with the formula "r" rxy product moment of 0.077 and to determine the effect of the discovery learning method application in increasing student learning motivation at MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo can be interpreted in the "r" product moment table. . The interpretation of  $r = 0.077$  shows a range between 0.00 - 0.20, which means that between the variable x and the variable y has a very weak and very low correlation (it is assumed that there is no correlation). In testing the hypothesis (N) 25 which is then matched with the 5% significance level, the number is 0.396 and the 1% significance level is obtained the number 0.505.

It shows that the Work Hypothesis ( $H_a$ ) is rejected, that is, there is no effect of the application of the Discovery Learning method in increasing student motivation in MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo.

The application of this method has a very weak effect on improving student learning at MTs Salman Al-Farisi Islamic Boarding School, Karanganyar Solo because of the following factors:

- a) The new Discovery Learning method is applied in this school.
- b) Weak student responses to the new methods applied.
- c) Different student IQs.
- d) The interaction between teachers and students is not optimal.

#### D. CONCLUSION

This research can conclude that the application of the discovery learning method at MTs Pondok Pesantren Salman Al-Farisi Karanganyar Solo is as follows: identification of student needs, preliminary selection of the principles of understanding concepts and generalization of knowledge, selection of materials, problems / tasks, helping and clarify the task or problem faced by students and the role of each student, prepare the necessary tools and tools, check students' understanding of the problem to be solved, give students the opportunity to make discoveries, help students with information or data if needed by students, lead their own analysis with questions that guide and identify problems, stimulating interaction between students and students. And the results of this study indicate that there is no effect of the application of the Discovery Learning method on student learning motivation with a score of 0.077. If you look at the interpretation table, the value of "r" product moment is in the range 0.00 - 0.20, which means that between variable x and variable y there is a very weak or very low correlation (it is assumed that there is no correlation between the two).

#### REFERENCES

- Asri, Budiningsih, C (2005), *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta.  
 Dalyono, M. (1996), *Psikologi Pendidikan*, Semarang: Rineka Cipta.  
 Gulo, W. (2002), *Strategi Belajar Mengajar*, Jakarta: Grasindo.  
 Margono (1997), *Metodologi Penelitian Pendidikan*, Jakarta: Rineke Cipta.  
 Muhaimin (2002), *Paradigma Pendidikan Islam*, Bandung: Remaja Rosda Karya.  
 Nurhadi, dkk (2004), *Pembelajaran Kontekstual dan Penerapannya dalam KBK*, Malang: Universitas Negeri Malang.

- Sarwono, Sarlito Wirawan (2003), *Teori-Teori Psikologi Sosial*, Jakarta: Rajawali Pers.
- Slameto (2003), *Belajar dan Faktor-faktor yang Mempengaruhinya*, Jakarta: Rineka Cipta.
- Suprihatiningrum, Jamil (2013), *Strategi Pembelajaran*, Jogjakarta: Ar Ruzz Media.
- Syah, Muhibbin (2004), *Psikologi Pendidikan Dengan Pendekatan Baru*, Bandung: Remaja Rosda Karya.
- Syaiful Bahri, Djamarah, & Aswan Zain (2002), *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta.