

The Application of the Discovery Learning Method in Arabic Language Instruction as an Effort to Improve Student Learning Achievement

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Abstract: The purpose of this study is to describe the improvement in learning achievement through the Discovery Learning model in Arabic language instruction at Pondok Pesantren Al-Mansyuriyah Sepatan, Tangerang. The method used in this study is Classroom Action Research (CAR). This method comprises four stages: planning, action, observation, and reflection. These four stages are carried out within a single cycle, which is repeated with the same procedures and remains focused on problem solving through self-discovery, self-investigation, and information seeking, using the Discovery Learning model. Based on the research findings, students' learning achievement improved through the Discovery Learning model. This improvement is evident in the learning outcomes for each cycle. In cycle 1, the average pretest score was 68.83, and the average posttest score was 75.5. In cycle 2, the average pretest score was 62.67, and the average posttest score was 89.00. The increase in learning outcomes is also evident from the average N-Gain values for each cycle: 0.22 in cycle 1 and 0.70 in cycle 2. These results demonstrate that the researcher's Discovery Learning model successfully improved students' learning achievement.

Keywords: Discovery Learning, Arabic Language Learning, Learning Achievement

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan peningkatan prestasi pembelajaran melalui model Discovery Learning dalam pengajaran bahasa Arab di Pondok Pesantren Al-Mansyuriyah Sepatan, Tangerang. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (CAR). Metode ini terdiri dari empat tahap: perencanaan, tindakan, observasi, dan refleksi. Keempat tahap ini dilakukan dalam satu siklus, yang diulang menggunakan prosedur yang sama dan tetap fokus pada pemecahan masalah melalui penemuan diri, investigasi diri, dan pencarian informasi menggunakan model Discovery Learning. Berdasarkan temuan penelitian, prestasi belajar siswa meningkat melalui model Discovery Learning. Peningkatan ini terbukti dalam hasil pembelajaran untuk setiap siklus. Pada siklus 1, skor rata-rata pretest adalah 68,83, dan skor rata-rata posttest adalah 75,5. Pada siklus 2, skor rata-rata pretest adalah 62,67, dan skor rata-rata posttest adalah 89,00. Peningkatan hasil belajar juga terlihat dari nilai N-Gain rata-rata untuk setiap siklus: 0,22 pada siklus 1 dan 0,70 pada siklus 2. Hasil penelitian ini menunjukkan bahwa model Discovery Learning peneliti berhasil meningkatkan prestasi belajar siswa.

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Kata kunci: *Discovery Learning, Pembelajaran Bahasa Arab, Prestasi Belajar*

Introduction

Education is important for people's lives. Because with education, an individual can realize himself. According to the National Education System Law No. 20 of 2003, education is a planned and conscious effort to create an educational atmosphere and a learning process in which students actively develop their potential, including moral strength, self-control, character, and intelligence. And the nobility. Morality and Skills Needed for Self, Society, Nation, and State (Jihui, 2013).

Each educational level will continue to experience the changes and processes that must be passed through, i.e., the learning process, to increase each person's capacity and potential to become a person of noble character and to benefit himself, religion, the environment, society, the nation, and the state. Therefore, to achieve this, the entire education system requires qualified teachers (Humaira, 2022).

According to Karwati and Priansa, teachers are the main facilitators in schools who are tasked with exploring, developing, and improving their own potential so that they become part of an educated society (Karwati, 2014). According to Sanjaya, teachers are people who interact directly with students. In a learning system, a teacher can act as an outliner, lesson planner, or perhaps both (Sanjaya, 2012).

In addition, professional teachers who can guide learning through appropriate methods to facilitate students' learning and achieve good results are considered an external factor for students. The use of learning methods should be varied to prevent learning from becoming boring. The use of learning methods should also not be monotonous. In the process of teaching and learning, some teachers pay less attention to how learning methods are implemented. The teacher does not systematically convey the material, so students cannot grasp it as they are Al-Amthal (Anwar, 2015).

The above explanation is the most important thing to note in the world of education: it guides, educates, and helps students acquire skills and competencies from different perspectives. Like Arabic, the language of the Middle East, some people use it as their daily language. In addition, Arabic has become a global language because it is now an official language in many countries. With the development of the Arabic language era in Indonesia, it continues to grow. There are many forms of Arabic language development in Indonesia. Among the educational institutions where she

teaches and in the world of Indonesian education, Arabic is among the most widely spoken languages (Humeira, 2020).

However, Arabic still needs to be learned today because the Qur'an has made its meaning clear to Muslims. As Allah (swt) said. In the Qur'an Surah Yusuf / 12:2 We have sent down the Qur'an, the Arabic Qur'an, and the Qur'an is the Qur'an.

Learning Arabic as the primary language at the institute is important for broadening students' horizons and improving their Arabic communication skills, as they are required to use Arabic every day. Learning Arabic involves different types, including grammar, morphology, exercises, and reading. The one used in this research is reading. In learning activities, teachers sometimes pay less attention to learning methods and always use lecture methods, which makes students less active and bored during the learning process. Learning Arabic does not feel boring, and students' learning activities and outcomes improve; an effective, diverse learning method is needed.

One method that can be used is Discovery Learning. *Discovery Learning* is a method of learning through independent discovery. In this method, the teacher must explain the tasks students must complete, the purpose of the tasks, and where they should search, process, and discuss information within their own groups (Rashada, 2019).

Thus, with the method of exploratory learning that offers more activities for students to find problems and find them for themselves, especially in the context of learning Arabic, this is done by providing motivation or incentives that can encourage teachers to participate in activities. The role of the trainer is more as a mentor and teacher (Soferdi, 2021). As Allah Almighty said in the Qur'an Surah Nahl / 16: 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُنْتَدِينَ.

Islam encourages humans to use their minds to the fullest. This suggestion was underscored by threats against people who do not use their minds to research, examine evidence, and draw conclusions from various religious and secular information.

Considering the above problems, the researcher would like to obtain more information on how to apply the Discovery Learning Method in Arabic Language Learning to improve students' achievement. Therefore, the researcher wanted to take the title of the research on "Applying the *Discovery Learning* Method in Arabic

Language Learning as an Attempt to Accomplish the Students' Learning at the Manchurian Institute of Islamic Education, Seventeen Tangerang".

Research Method

Based on the problems to be researched, this research is a field study using action research to address real, practical problems in improving the classroom learning process. This research provides specific information on how the Discovery Learning Method facilitates the learning of applications in Arabic for third-grade students (A).

This research also includes descriptive research, which describes how this method of learning is implemented in the classroom and how the results are obtained. This actionable research helps someone overcome problems and achieve goals within a mutually agreed-upon ethical framework between teachers, students, and researchers.

In this research, the researcher used a procedural research method of the type initiated by Kurt Lewin, and the classroom method used was the heuristic learning model. Kurt Lewin first developed the idea of practical research in the classroom after World War II to address social problems. Kurt Lewin proposed that there are four stages in conducting action research, namely planning, action, observation, and reflection.

Research and Discussion Results

Research Thesis

A. The Learning Phase of the First Cycle

1) Planning Phase

In this planning phase, what the researcher did was prepare a research class, plan learning using the discovery learning method, plan the implementation of learning, discuss with the lesson teacher, prepare learning resources, prepare the material for teaching/instruction, prepare questions/tests at the end of the first course, prepare observation sheets (teacher, students, interviews, and other observation purposes) and prepare documentation tools. The Arabic language-learning material used by the researcher in the first course is a story titled "The Hunter and the Lion."

2) Procedure Stage

The researcher implemented exploratory learning across two sessions, with two meetings per session. Before applying the exploratory learning method, the

researcher administered a pre-test in each course to the female students in the third grade (A) to assess their initial abilities before presenting the material in the next meeting. The researcher's KKM goal was aligned with the school's KKM goal, i.e., a score of 70, with a graduation goal of 75%.

In the first stage, the researcher begins to apply heuristic learning by conveying learning objectives as a reference in learning. In the second stage, the researcher has determined the title of the story to be studied. In the third stage, the researcher gave a brief explanation and provided an overview of the story to be studied, aiming to pique their curiosity about the title they will learn and to encourage them to read the story. In the fourth stage, the researcher identified the groups and divided them into six groups of 5 individuals each. Then the researcher gave the answer in the form of a story text, which had to be translated using the Arabic dictionary they had. Each group discussed it, sought conclusions, and identified the values contained in the story text. After the discussion, the researcher randomly selected a group to present the results to the other groups. In the fifth stage, the researcher commented and clarified what they presented and discussed. The last stage was the researcher allowing the students to ask what they did not understand. Then, the researcher and one person from each group presented the conclusions and values in the story studied, and the researcher then gave the students a dimensional test to determine the results of applying the discovery learning method.

The researcher faces obstacles during the learning process: some students are less efficient at searching for vocabulary in the dictionary, so the researcher needs to provide them with guidance and assistance. This results in the learning time/hour you set being inhibited. However, the researcher benefits from the qualified hours of lessons, which are 2 hours per session (40 minutes per hour), so the researcher feels very helpful from having enough hours of study.

3) Observation Phase

Perform this observation phase in conjunction with the action phase. The following are the results of the researcher's observations during the learning process in the first course:

Results of student activity observations for the first session

1. The first and second meetings

Table 4.5 Notes Sheet for Female Students' Learning Activity in the First Session

figure	Observed Aspects	description
1	Before learning	
	Seats for all female students	Students take their seats before the teacher divides them into groups during the learning process.
	Ready to accept learning	Some students prepare to learn by opening their notebooks and books, while others do not; the teacher must ask them first, as some are not ready to learn.
	Applying the Exploratory Learning Model	
2	Start-up Learning Activities (Introduction)	
	1. Activate	
	Listen to the efficiency you will achieve	Most students are happy, but few talk to their friends
	Note the parameter explanation in relation to the material presented via a PowerPoint presentation.	Because PowerPoint media is something that has been applied to them, all students are excited and take note of the teacher's explanation through PowerPoint.
	Answering questions from the teacher	Some students can answer the questions asked by the teacher, but some cannot answer because they do not understand
	Please read the text of the story that the teacher selected for his study.	A few of them are cool and talk to their friends, but almost all the students read the story with concentration.
3	Basic Learning Activities	
	2. Issue Data	
	Identify problems related to the selected address and then provide data and questions.	Each group is stated with the title the teacher has chosen to study.
	3. Data and Information Collection	
	Information Collection	Each group tries to find information related to the title they are learning by opening the Arabic dictionary to translate it into good, correct sentences, searching for vocabulary they do not know, and discussing it with their group. When finished, each group chooses an agency to view the results of their discussion.
	Teacher and Student Interaction Regarding the Application of the Discovery Learning Model	The teacher acts as a supervisor who guides and provides opportunities for all students to learn actively.
	Participate in the learning process.	All students participate in the learning process with an exploratory learning model.
	4. Drawing Conclusions	
	Giving the Conclusion	Of the six groups, one group gave

		conclusions that were commented on by the title that was studied.
	5. Use of Media/Learning Resources	
	Students' Interaction with the Media Used by the Teacher	There is no interaction between the students and the learning aids used, because the media used is limited to notebooks and books, and is common to all of them.
	Persistence in studying the learning resources specified by the teacher	Some students strive to study the material presented and discuss it seriously. But some of them were talking to their friends, and he wasn't serious about the discussion.
	6. Process Evaluation	
	Making the questions submitted by the teacher	All female students work out the questions provided by the teacher, although a few have asked for a little extra time to complete their assignments.
	Answer: Questions from the teacher answered correctly	Most of them are able to answer questions correctly
4	End-Learning Activities (Conclusion)	
	Participate in giving the conclusions and values contained in the title studied.	There was one student advocate from one group who was able to present the conclusions and values contained in the title.

Students' Learning Outcomes for the Initial Course

Learning Arabic using the exploratory learning method in this course, entitled "The Hunter and the Lion," aims to improve the learning outcomes of female students with a KKM score in School 70. To see the difference in the data on the results of learning Arabic for female students (post-test and pre-test) in the first and second cycles, it is calculated using the natural gain, which can be seen in the following table:

$$N\text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

In order:

High Gain: Natural Gain > 0,70(N-Gain)

Moderate gains :0.70 > (g) > 0.3

Low gains: natural gain < 0,3 (N-gain)

Table 4.6

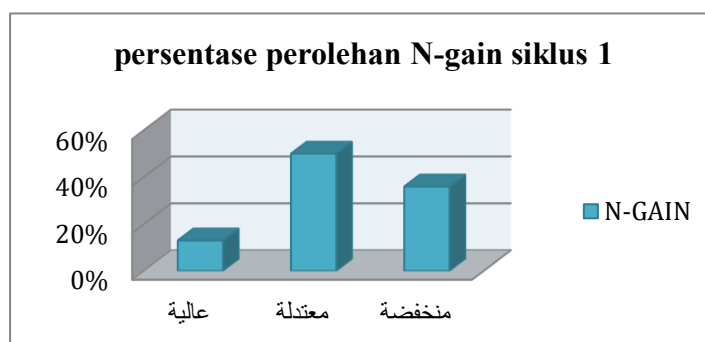
Learning outcomes for the first course

I have transliterated the names from Arabic script to their likely Indonesian spelling, and converted the decimal commas to decimal points.

No.	Names	Pre-Test	Post-Test	Gain (Post-Pre)	Max Gain (Pre)	Possible (Max- N-Gain	Interpretation
1	Siti Masyitoh	85	100	15	15	1	High
2	Dinda Ratu Laila	80	90	10	20	0.5	Medium
3	Siti Lulu Zakiyah Ar-Rahmah	70	100	30	30	1	High
4	Raihan Nazifah	An-70	85	15	30	0.5	Medium
5	Tiara Ramadhan Nur Islami	70	90	20	30	0.667	Medium
6	Naila Dzi Ar-Rahmah	75	70	5	25	0.2	Low
7	Keila Atus Zahra	70	60	10	30	0.33	Medium
8	Ikmalia	75	65	10	25	0.4	Medium
9	Safira Khairunnisa	65	70	5	35	0.143	Low
10	Dhea Alika	75	100	25	25	1	High
11	Ainun Oktaviani	Nur70	75	5	30	0.167	Low
12	Kaila	65	60	5	35	0.143	Low
13	Dunia Kirani	Meisya50	70	20	50	0.4	Medium
14	Bunga Jannah Safitri	Nur50	65	15	50	0.3	Medium
15	Mutiara Khairunnisa	75	80	5	25	0.2	Low
16	Khairun Nufus	70	75	5	30	0.167	Low
17	Siti Fajrina Rizqa	Nur50	65	15	50	0.3	Medium
18	Dhea Atiqah	Nisrina70	65	5	30	0.167	Low
19	Jihya Pratiwi	Mega80	90	10	20	0.5	Medium
20	Keysa	Khairan70	60	10	30	0.33	Medium

No.	Names	Pre-Test	Post-Test	Gain (Post-Pre)	Max Gain (Max-Pre)	Possible (Max-N-Gain)	Interpretation
Kamila							
21	Alvia Khairunnisa	80	75	5	20	0.25	Low
22	Amalia Khairunnisa	65	70	5	35	0.143	Low
23	Inka Rahayu	75	70	5	25	0.2	Low
24	Syifa Khairunnisa	65	50	15	35	0.429	Medium
25	Suci Ramadhani	70	75	5	30	0.167	Low
26	Aulia Dwi Putri	55	75	10	45	0.44	Medium
27	Talita Kirania Nisa Putri	70	85	15	30	0.5	Medium
28	Analna Alisha Alfia	65	100	35	35	1	High
29	Melti Amalia	65	50	15	35	0.429	Medium
30	Aghnia Tsultsi Lillah	70	80	10	30	0.33	Medium
Total Score		2065	2265			6.55	
Average Score		68.83	75.5			0.22	

Based on the table of Arabic learning results for female students obtained above, they can be seen in the chart below:



Based on the learning results obtained in the first course, the learning should be improved, because there are many female students who obtain below average grades, i.e. up to 11 female students as low gains with a percentage of 36.67%, 15 students as having moderate gains with a percentage of 50%, and four students from high gains with a percentage of 13.33%. In addition, the mean value of the pre-test in

the first cycle was 68.83, and the mean value of the post-test was 75.5. From the desired graduation goal of 75%, it turned out that only 63% of the female students had higher values than KKM.

Reflection Stage

Based on the results of the data analysis and evaluation in the first cycle, it is described that the Discovery Learning method did not improve the students' learning outcomes. Consequently, there should be advanced stages in the implementation of learning, which is the second cycle, to be able to improve the learning outcomes of female students according to the indicators that have been set.

A. Learning Phase for the Second Cycle

The learning phase of the second cycle is an advanced stage of the first cycle because the learning process has not been reached. The process of implementing learning in the second cycle is the same as in the first course. The following are the results of the researcher's observations during the learning process in the second session:

Results of student activity observations for the second session

1. Third and Fourth Meeting

Table 4.7

Notes Sheet of the Female Students' Learning Activity in the Second Session

No.	Name	Pre-Test	Post-Test	Gain (Post-Pre)	Max Gain (Max-Pre)	N-Gain	Interpretation
1	Siti Masyitoh	85	100	15	15	1	High ¹
2	Dinda Ratu Laila	80	90	10	20	0.5	Medium ²
3	Siti Lulu Zakiyah Ar-Rahmah	70	100	30	30	1	High ³
4	Raihan An-Nazifah	70	85	15	30	0.5	Medium ⁴
5	Tiara Ramadhan Nur Islami	70	90	20	30	0.667	Medium ⁵
6	Naila Dzi Ar-Rahmah	75	70	5	25	0.2	Low ⁶
7	Keila Atus Zahra	70	60	10	30	0.33	Medium ⁷
8	Ikmalia	75	65	10	25	0.4	Medium ⁸
9	Safira Khairunnisa	65	70	5	35	0.143	Low ⁹

10	Dhea Alika	75	100	25	25	1	High ¹⁰
11	Ainun Nur Oktaviani	70	75	5	30	0.167	Low ¹¹
12	Kaila	65	60	5	35	0.143	Low ¹²
13	Dunia Meisya Kirani	50	70	20	50	0.4	Medium ¹³
14	Bunga Nur Jannah Safitri	50	65	15	50	0.3	Medium ¹⁴
15	Mutiara Khairunnisa	75	80	5	25	0.2	Low ¹⁵
16	Khairun Nufus	70	75	5	30	0.167	Low ¹⁶
17	Siti Fajrina Nur Rizqa	50	65	15	50	0.3	Medium ¹⁷
18	Dhea Nisrina Atiqah	70	65	5	30	0.167	Low ¹⁸
19	Jihya Mega Pratiwi	80	90	10	20	0.5	Medium ¹⁹
20	Keysa Khairan Kamila	70	60	10	30	0.33	Medium ²⁰
21	Alvia Tiki Khairunnisa	80	75	5	20	0.25	Low ²¹
22	Amalia Khairunnisa	65	70	5	35	0.143	Low ²²
23	Inka Rahayu	75	70	5	25	0.2	Low ²³
24	Syifa Khairunnisa	65	50	15	35	0.429	Medium ²⁴
25	Suci Ramadhani	70	75	5	30	0.167	Low ²⁵
26	Aulia Dwi Putri	55	75	10	45	0.44	Medium ²⁶
27	Talita Kirania Nisa Putri	70	85	15	30	0.5	Medium ²⁷
28	Analna Alisha Alfia	65	100	35	35	1	High ²⁸
29	Melti Amalia	65	50	15	35	0.429	Medium ²⁹
30	Aghnia Tsultsi Lillah	70	80	10	30	0.33	Medium ³⁰
Total Score		2065	2265		6.55		-31
Average Score		68.83	75.5		0.22		-32

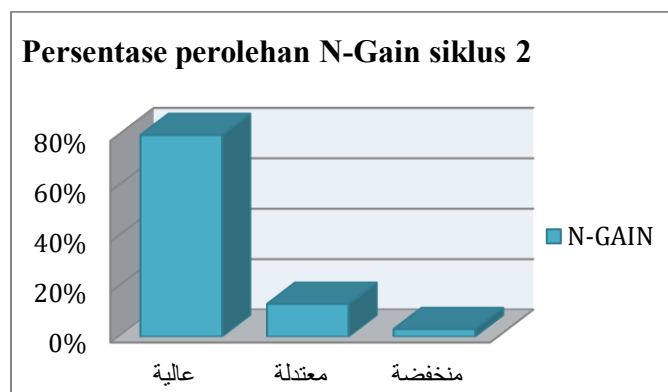
2. Second Cycle Student Learning Outcomes

To find out the difference in the data on the results of female students learning Arabic (post-test and pre-test) in the second cycle, as in the first cycle, i.e., using N-Gain.

Table 4.8

Learning outcomes for the second cycle

Based on the table of Arabic language learning results for female students obtained above, they can be seen in the chart below:



Based on the learning results obtained in the first cycle, the learning increased, i.e., 24 students from high gains with a percentage of 80%, four students from moderate gains with a percentage of 13.33%, and two students from low gains with a percentage of 6.67%. In the second cycle, there was an increase in natural gain by up to 93% of the set goal. In addition, the average pre-test score in the second cycle was 62.67, and the post-test score was 89.00. Therefore, the learning process in discovery learning was stopped until the second cycle because if seen from the learning outcomes, up to 28 female students with a 93% resonance rate gained values above the KKM value.

You can see the difference and apparent increase between the average normal gain in the first cycle and the second cycle, i.e. the average normal gain in the first cycle was 0.22 and the average normal gain in the second cycle was 0.70. From these results, it is proven that learning using the exploratory learning model applied by the researcher is effective and provides an increase in the students' learning outcomes according to the specific natural gain criteria and success indicators that have been achieved.

1. Reflection Stage

Based on the data analysis and evaluation in the second cycle, it was found that the application of the exploratory learning method can improve female students' learning outcomes, as the results achieved are consistent with the identified indicators.

Thus, there is no need for further action in the next session. The solution to further procedures is to improve and maintain the researcher's exploratory learning method.

2. Achieving data validity

To ensure data accuracy, the researcher uses a technique called triangulation. Triangulation in this credibility test is defined as examining information from different sources in different ways and at other times. In addition, the researcher also reviewed the data obtained during the research process in order to avoid errors in the data and obtain truly accurate data.

3. Data Analysis

It does the data analysis phase by reading all the data obtained from different sources and then verifying the data repeatedly until the data becomes really accurate

4. Research Thesis Explanation

In this research process, the researcher wants to apply an educational method called exploratory learning that will be applied to female students in the third grade (A). The Discovery Learning Method is a student-centered learning process so that they can find and solve their problems and be more active and not bored during the learning process. Prior to applying the exploratory learning method, the researcher provided feedback in the research class. From the results of the observations obtained by the researcher, the process of learning Arabic focuses on the teacher using the lecture method to make students less active and bored during the learning process. In addition, the factors that cause the decline in learning outcomes and students' interest are the teacher's lack of creativity in the use of learning media. After the researcher applied the exploratory learning method and made observations through observation sheets and interviews with the teacher and students, it is clear that the students love the exploratory learning process that is applied and based on the observations during the learning process, the students are more active and do not feel bored during the learning process.

Based on the results of the tests conducted in the first cycle, the high value in the pre-test is 85 and the low value is 50. The high value in the post-test is 100 and the low value is 50. The test results in the second cycle get a high value of 80 and a low value of 45. The high value in the post-test is 100 and the low value is 70. It can also be

seen that the average results are The pre- and post-test in the second cycle has increased. In the second cycle, the average value of the pre-test was 62.67 and increased at the time of the post-test was 89.00. The average results of the natural gain in the second cycle are 0.70 or 70%, which means that the exploratory learning method applied by the researcher is quite effective according to the natural gain standard. From these results, it is proven that the method of exploratory learning in the way applied by the researcher can improve the achievement of female students.

Conclusion

The researcher conducted research related to the application of the discovery learning method. Based on the results of the data collection conducted by the researcher through the results of the test (pre and post-test), it can be concluded that:

1. In the first cycle, the low value in the pre-test is 50 and the high value is 85. In the post-test, the low value is 50 and the high value is 100. While in the second cycle, the low value in the pre-test was 45 and the high value was 80. In the post-test, the low value is 70 and the high value is 100.
2. It can also be seen that the average results of the pre- and post-test values in the second cycle have increased. In the second cycle, the average on the pre-test is 62.67, and the increase in the post-test time is 89.00. The results of the average natural gain in the second cycle are 0.70 or 70%, which means that the exploratory learning model applied by the researcher is fully effective according to the natural gain criterion.

This research hopes to provide benefits to all educational institutions in Indonesia, based on the research, presentation and discussion, the researcher will have suggestions for the relevant authorities, which are:

1. For the school principal
The school principal may continue to provide guidance on motivating students to improve learning, either from learning Arabic or from other learning, and to provide facilities in order to support the success of the learning process, in order to create effective, active and meaningful learning.
2. For the teacher
The teacher can continue to increase creativity in the learning process and create a fun learning atmosphere so that students do not get bored quickly when the learning process happens and have the motivation for the learning they are doing.

3. For future researchers

For future researchers to conduct good research, and prepare themselves before doing the research directly in the shop so that the obtained data is maximized, quality and qualified..

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