Utilization of the Discovery Learning Model to Overcome Islamic Cultural History Learning Problems in *Madrasa*

Imam Tabroni,[1]* Susana Susana,[2] Agil Mulyadi,[3] Novie Zaelani,[4]

[1,2,3,4]STAI Dr. KH. EZ. Muttaqien Purwakarta, Indonesia
[1]imamtabroni70@gmail.com, [2]susanasirod@gmail.com, [3]agilmulyadi@gmail.com,
[4]noviezaelani2711@gmail.com
*Corresponding Author

Abstract

Islamic cultural history (SKI, *Sejarah Kebudayaan Islam*) is part of the Islamic religious education curriculum. In *madrasa*, this subject became a particular subject. Similar to another history subject, this subject has many general problems in practice. This paper aimed to determine the utilization of the Discovery Learning model in SKI learning at Islamic Junior High School (MTs) YAKPI Kalijati Subang, West Java Province. This study applied qualitative research with a qualitative descriptive type. Interviews, observations, and documentation were data collection methods to achieve the study objectives. The study found that utilization of the discovery learning model contributed to overcoming the SKI learning problems. The main problem included many aspects that related to achieving the learning objectives. This study also indicates that the teacher needed to combine the discovery learning model with digital-based learning media and outdoor-based learning methods.

Keywords: *Discovery Learning, Islamic Cultural History, Learning Problems*

Introduction

History learning is often considered dull and decreases students' learning motivation.[1] These problems become part of the general problem for history teachers. Other history learning problems, specifically in Islamic cultural history, are student perceptions, monotonous learning strategies and methods, learning models, short learning durations, and shifts in the educational curriculum.[2] Nonetheless, there are multiple manners to solve these problems.

---

[1] Graça Magro, Joaquim Ramos de Carvalho, and Maria José Marcelino, "Improving History Learning through Cultural Heritage, Local History and Technology," in *10th International Conference Mobile Learning 2014* (Madrid: International Association for the Development of the Information Society, 2014), 34–40, https://eric.ed.gov/?id=ED557197.

[2] Abdul Haris Hasmar, "Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 10, no. 1 (May 3, 2020): 15–33, https://doi.org/10.22373/jm.v10i1.6789; Ganda Febri Kurniawan, "Problematika Pembelajaran Sejarah

Magro et al. inform that the teacher's optimistic view of technology and its use in the learning process is essential to foster history learning and interest.[3] Similar research conducted by Fitriningtiyas et al. proved that the problems of students' interests could be overcome by utilizing software such as *Google Classroom* in the learning process of Indonesian History Subjects in Junior High School.[4] Likewise, the results of Bahri et al. research concluded that using ICT-based learning media could help students understand local history's learning material.[5] In Islamic cultural history (SKI, *Sejarah Kebudayaan Islam*) learning, the teacher could make several efforts to improve students' perceptions starting by designing an innovative learning process with the utilization of learning strategy, giving motivation, and approach to students. Then the teacher also needs to improve his competency in classroom management, time management in the learning process,[6] and enrichment of learning material.[7]

Islamic cultural history (SKI) is part of the Islamic religious education curriculum. The orientation is to provide students with a comprehensive and moderate understanding of religion and to guide the process of internalizing religious values.[8] That means that the contents of the learning material can direct Muslim students to take Islamic values as the path to following what was exemplified by the Prophet Muhammad.[9] Fatah Syukur explains that naturally, culture can be interpreted with all the knowledge possessed by humans and function as a basis for interpreting their environment and realizing actions in dealing with it. The basis of Islamic civilization is Islamic culture, especially its ideal form, while the basis of Islamic culture is religion.[10]

Specifically, the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia stated that the Islamic cultural history (SKI) is a

---

Dengan Sistem Daring," *Diakronika* 20, no. 2 (September 30, 2020): 76–87, https://doi.org/10.24036/diakronika/vol20-iss2/148; Sutan Muda Sagala et al., "Pendidikan Sejarah Serta Problematika Yang Dihadapi Di Masa Kini," *Jurnal Pendidikan Dan Konseling* 4, no. 3 (June 27, 2022): 1918–25.

[3] Magro, de Carvalho, and Marcelino, "Improving History Learning through Cultural Heritage, Local History and Technology."

[4] D. A. Fitriningtiyas', N. Umamah, and Sumardi, "Google Classroom: As a Media of Learning History," *IOP Conference Series: Earth and Environmental Science* 243 (April 2019): 012156, https://doi.org/10.1088/1755-1315/243/1/012156.

[5] Bahri et al., "Utilization of ICT-Based Learning Media in Local History Learning," *Journal of Physics: Conference Series* 1764, no. 1 (February 2021): 012079, https://doi.org/10.1088/1742-6596/1764/1/012079.

[6] Kurniawan, "Problematika Pembelajaran Sejarah Dengan Sistem Daring."

[7] Sagala et al., "Pendidikan Sejarah Serta Problematika Yang Dihadapi Di Masa Kini."

[8] Editor Admin, "KMA 183 Tahun 2019 - Kurikulum PAI & Bahasa Arab," *Ayo Madrasah* (blog), 2019, iii, https://www.ayomadrasah.id/2019/08/kma-183-tahun-2019-kurikulum-pai-b-arab.html.

[9] Heri Gunawan, *Kurikulum Dan Pembelajaran Pendidikan Agama Islam*, 2nd ed. (Bandung: Alfabeta, 2013), 264.

[10] Fatah Syukur, *Sejarah Peradaban Islam* (Semarang: Pustaka Rizki Putra, 2015), 94.

treatise on a series of adventures in human life in building a civilization from time to time. SKI learning focuses on the competence to pick lesson/wisdom (*ibrah*) from history to address and resolve current problems and future possibilities. Good examples and lessons from the past inspire the nation's next generation to face and resolve social, cultural, political, economic, science and technology problems, arts, and others to build the civilization of its time.[11]

This research focuses on SKI learning using the discovery learning model to overcome SKI learning problems. There are several studies on discovery learning on SKI learning. However, their studies are only focused on the implementation.[12] One studies focus on students' motivation.[13] Conceptually, Rofik informed the development of SKI learning material that harmony with basic competencies.[14] Other studies focus on SKI learning problems in Islamic Junior High School (MTs, *Madrasah Tsanawiyah*).[15] Previous research showed that the utilization of discovery learning is still minimal and dominantly focused on one aspect.

With discovery learning, students are encouraged to understand concepts and principles.[16] Besides, students are given the freedom to organize activities, develop strategies for achieving them, and overcome problems, so that students find their answers. At the same time, the teacher provides refinement on the discoveries made by students.[17] The education process with findings urges students to pose problems and draw conclusions

---

[11] Admin, "KMA 183 Tahun 2019 - Kurikulum PAI & Bahasa Arab."

[12] Hasna Rizky Ramadhan et al., "Metode Discovery Learning Dalam Pembelajaran Sejarah Khulafaurrasyidin," *Edukasi Islami: Jurnal Pendidikan Islam* 8, no. 01 (February 26, 2019): 143–58, https://doi.org/10.30868/ei.v8i01.357; Syaukani Shomali Kurniawan Sibuea, "Penerapan Model Discovery Learning Dalam Pembelajaran Sejarah Kebudayaan Islam Di Mts Darul Hikmah Tpi Medan," *Edu-Riligia: Jurnal Ilmu Pendidikan Islam Dan Keagamaan* 3, no. 3 (2019), https://doi.org/10.47006/er.v3i3.5803; Amang Fathurrohman et al., "Implementasi Pembelajaran Sejarah Kebudayaan Islam Pada Madrasah Tingkat Dasar Di Kabupaten Pasuruan," *Jurnal Al-Murabbi* 5, no. 2 (June 28, 2020): 8–16, https://doi.org/10.35891/amb.v5i2.2139.

[13] Dadang Abdulah, "Penerapan Model Discovery Learning Untuk Meningkatkan Motivasi Belajar Peserta Didik Pada Materi Sejarah Kebudayaan Islam," *Educator: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 1, no. 2 (December 7, 2021): 139–48, https://doi.org/10.51878/educator.v1i2.725.

[14] Rofik Rofik, "Development of Islamic Cultural History Learning Materials in Indonesia's 2013 Curriculum," *Jurnal Pendidikan Islam* 8, no. 2 (2019): 309–44, https://doi.org/10.14421/jpi.2019.82.309-344.

[15] Muhtar Luthfie Al Anshory, "Problematika Pembelajaran SKI Di Madrasah Tsanawiyah YAPI Pakem," *Jurnal Penelitian Keislaman* 16, no. 1 (June 23, 2020): 76–86, https://doi.org/10.20414/jpk.v16i1.2222.

[16] Winfred F. Hill, *Theories of Learning: Teori-teori Pembelajaran Konsepsi, Komparasi dan Signifikansi*, trans. M. Khozim, 5th ed. (Bandung: Nusamedia, 2012), 32; Imam Tabroni, Fitriani Nasihah, and Ijah Bahijah, "The Implementation of School Culture-Based Character Education in Salem State Elementary School, Pondoksalam Subdistrict, Indonesia," *Erudio Journal of Educational Innovation* 8, no. 2 (December 31, 2021): 202–8.

[17] Donni Juni Priansa, *Pengembangan Strategi & Model Pembelajaran* (Bandung: Pustaka Setia, 2019), 95.

from universal principles based on experience and instant activities.[18] Takaya commented that students are required to function actively in the educational process in the classroom.[19]

Methods

This research was conducted at Islamic Junior High School (MTs, *Madrasah Tsanawiyah*) YAKPI Kalijati Subang, West Java Province. The approach used in this research was a qualitative approach with a qualitative descriptive method. According to Sugiyono, this method is more suitable to use qualitative because this research explains phenomena or events that exist in a particular social environment that is the research focus.[20] The data sources needed in this study were (1) informants, including SKI subject teachers, the Deputy Principal of the curriculum section, and the students of MTs YAKPI Kalijati Subang ; (2) Places, events, or activities, namely teaching and learning activities for Islamic Cultural History based on the 2013 curriculum on the material "Shaykh Abdul Rauf as-Singkili" in class IX-A MTs YAKPI Kalijati Subang.

The data collection technique used in this research is purposive sampling. Purposive sampling is a way of taking samples of information sources with a specific review. This particular review, for example, the person considered the most famous for what we want, or a leader, will make it easier for researchers to analyze the object/social situation under study. The data collection techniques in this study were (1) participant observation, unstructured interviews, and documentation. The data analysis techniques used were (1) data condensation by choosing the main things and discarding the useless ones: (2) presenting data in the form of a brief review to make it easier for researchers to interpret what happened and design further work: as well as data verification by concluding to prove the truth of the information obtained.[21]

For the validity of this study, there were two types, namely internal validity and external validity. Sugiyono explains that internal validity is related to the level of accuracy of the research form with the results obtained, and external validity relates to the level of accuracy whether the research results can be generalized or implemented in the population where the sample is obtained. Meanwhile, the data validity in qualitative research includes

---

[18] Jerome S. Bruner, *The Process of Education: First Edition* (Cambridge: Harvard University Press, 1977), 24.

[19] Keiichi Takaya, *Jerome Bruner: Developing a Sense of the Possible* (Berlin/Heidelberg: Springer Science & Business Media, 2013), 28.

[20] Sugiyono Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2013), 38.

[21] Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: Sage Publications, Inc, 2014), 9.

four stages; namely credibility test (to test internal validity), transferability test (to test external validity), defendability (to test reliability), and confirmability (to test objectivity).[22]

Discussion

MTs YAKPI Kalijati Subang, in the learning process, applied the 2013 Curriculum, in which each teacher must prepare a Learning Implementation Plan (RPP) before entering class and adjust what is contained in the RPP. The 2013 Curriculum supports all students in learning activities. This curriculum is very suitable to be applied to all subjects because, in the 2013 Curriculum, teachers and students must be active and contribute to the teaching and learning process.[23]

In carrying out the learning process, the Islamic Cultural History teacher was guided by the learning implementation plan (RPP) that had been prepared previously. The practice of SKI learning based on the 2013 Curriculum on the learning material about "Abdul Rauf Rauf as-Singkili" consists of three stages of activity: preliminary, core, and closing.

In the preliminary stage, the teacher carried out four activities. Firstly was orientation by giving greetings and checking the attendance of students. The second was apperception by linking the learning material with students' experiences in the previous material, and the teacher asked questions related to the lesson. The third was motivation, in which the teacher conveys the learning objectives and provides an overview of the benefits of the subject matter. Fourthly was providing references by notifying the material to be discussed, notifying core competencies (KI), basic competencies (KD), learning indicators, and dividing study groups.

In the core activity, the teacher carries out a series of activities, including (1) stimulation where students are encouraged to focus on the subject matter, observe relevant pictures, and listen to an introductory explanation of the activities in outline; (2) problem statement, here the teacher allows students to identify as many questions as possible related to the picture; (3) data collection, in this stage students, collect relevant information to answer the questions that have been identified, then they discuss and present the results of their discussions; (4) data processing, students in their groups discuss processing

---

[22] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D*, 63.

[23] Etty Sisdiana et al., *Bunga rampai pelaksanaan kurikulum 2013: potret penerapan pembelajaran saintifik di SMP* (Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, 2020), 25, https://puslitjakdikbud.kemdikbud.go.id/produk/buku/detail/323335/bunga-rampai-pelaksanaan-kurikulum-2013-potret-penerapan-pembelajaran-saintifik-di-smp.

information from their observations; (5) verification, students prove the results of their observations by seeking solutions from various sources that have different views; and (6) generalization (concluding), each group representative makes conclusions about the material that has been studied. The steps of this core activity align with Prasetyo and Abduh's research results that discovery learning consists of six main steps and could increase student learning activities.[24] Subsequently, in the closing activity, students summarize points with the teacher's guidance, and the teacher evaluates the student's work rewards in groups.

The learning process in this material is made in groups so that students transfer knowledge to each other and create active, innovative, and creative learning. Unlike before, which only asked students to take notes or memorize daily, they were given assignments. That causes boredom in SKI lessons which tend to write and memorize. After the discovery learning model was applied, the researchers saw that many students were active and enthusiastic in the process of teaching and learning activities. Thus, this learning allows teachers to teach optimally.[25]

The researchers also analyzed the learning outcomes data on the cognitive aspects of students. The evaluation of the discovery learning model in SKI learning on this material indicates an increase in the understanding or mastery of students' concepts after learning. The creative thinking ability of students has also increased. That is indicated by their ability to answer questions related to the subject matter. Using the discovery learning model is part of the manifestation of scientific learning because the learning model is one of the characteristics of the scientific approach besides the learning method, learning media, and learning resources.[26]

Based on this analysis, it can be said that the discovery learning model on the learning material about Shaykh Abdul Rauf as-Singkili" can overcome the SKI learning problem at MTs YAKPI Kalijati. In addition, based on the interviews with the informants, several answers were obtained regarding applying the discovery learning model. Informants argued that the use of discovery learning models in SKI learning was considered capable of growing students' motivation to learn because the learning process

---

[24] Apri Dwi Prasetyo and Muhammad Abduh, "Peningkatan Keaktifan Belajar Siswa Melalui Model Discovery Learning Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (June 9, 2021): 1717–24, https://doi.org/10.31004/basicedu.v5i4.991.

[25] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2006), 154.

[26] Asmi Faiqotul Himmah, *Pembelajaran SKI Di Madrasah* (Jember: UIN Kiai Haji Achmad Siddiq, 2021), 70.

became more exciting and not dull. That is evidenced by the results of student evaluations and the daily value of students at school. This finding aligns with Abdullah's research that discovery learning could improve the student's motivation.[27]

Discovery learning also encourages students to be active, creative, and innovative. Teachers must be able to position themselves as good facilitators. Learning planning is the key to the success of this learning method. The teacher prepares themes, media, analysis of the problems to solve, and varied learning patterns. The teacher allows students to find solutions by discussing them with their peers. Problem-solving groups can start with one group arguing with another group. This debate can encourage groups of pros and cons. The pro groups will join other pro groups, while the contra groups will join other contra groups.

In addition to training in deep, critical, and innovative understanding, this process also encourages their learning experiences to increase motivational emotions to support each other.[28] Cognitive and affective development is very dominant here. Discovery learning develops on group mapping the pros and cons of sharing each other's emotional experiences. This kind of urge triggers the emergence of psychomotor abilities or behaviors that are caring and belonging. It was indicated that the discover learning model support students actively in the educational process in the classroom.[29] Up to this point, students' movements and emotions will be simultaneously on one thing they believe to be empathy and sympathy. The unified movement to support each other and separate the results of their opinions makes them take synergistic and directed actions.[30]

Their knowledge, attitudes, and behavior will continue to evolve with this kind of experience.[31] One case turns into another case to be solved by students into associations that can shape students' experiences and characters. Teachers are constantly looking for and being good facilitators to foster student experience in the classroom. Students in groups and individuals are made to study journals independently and in groups to find the

---

[27] Abdulah, "Penerapan Model Discovery Learning Untuk Meningkatkan Motivasi Belajar Peserta Didik Pada Materi Sejarah Kebudayaan Islam."

[28] Imam Tabroni et al., "Character Education Of The History Of Islamic Civilization," *At-Tahsin* 2, no. 1 (March 9, 2022): 27–36.

[29] Takaya, *Jerome Bruner*.

[30] Imam Tabroni et al., "Parenting Patterns in Educating Children's Prayer Discipline During the Coronavirus Disease (Covid-19)," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (February 28, 2022): 177–94, https://doi.org/10.30868/ei.v11i01.2140.

[31] Imam Tabroni et al., "Contemporary Islamic Education: Opportunities And Challenges In Society Era 5.0," *At-Tahsin* 2, no. 1 (March 9, 2022): 17–26.

place of birth, date of birth, and descendants of the character.[32] This process indicates that discovery learning allows the teacher to facilitate students to learn actively.[33]

Besides, the learning process would develop more because their understanding of Shaykh Abdul Rauf as-Singkili in spreading Islam can direct them to get values aligned with Indonesian Islam. That means the SKI learning process attempts to achieve the orientation of Islamic Religious education in general; provide students with a comprehensive and moderate understanding of religion, and guide the internalization of religious values.[34] In other words, that learning process is one alternative to assist students in finding the values of Islamic moderation.[35]

Furthermore, the geographical location of his struggle has become a serious debate to test students' analytical skills between individuals. This difference develops in searching for other analyzes that will force students to group each other and build group discussions. In this case, the teacher should use learning media to support the student's learning process. Bahri et al. proved that using ICT-based learning media could support students in understanding learning material more properly and chronologically.[36] This condition indicates that the teacher needs to improve his digital competencies through technical guidance or independent learning.[37]

The teacher can also take students to the place where the character lives. Field studies based on historical traces are a more exciting discovery learning model.[38] That is done by the teacher so that what is debated in class is not answered by the teacher, which is most likely still considered abstract by students. Teachers must be able to answer the challenges of learning outcomes with student experiences in a concrete form. Abstract things will be concrete and specific and impact students' abilities to be more creative and innovative and develop their strengths. This process is also named an outdoor learning

---

[32] Imam Tabroni and Rini Purnama Sari, "Implementation Of Islamic Character Education At The Time Of The Prophet Muhammad In Madinah," *At-Tahsin* 2, no. 1 (March 9, 2022): 1–7.

[33] Ramadhan et al., "Metode Discovery Learning Dalam Pembelajaran Sejarah Khulafaurrasyidin."

[34] Admin, "KMA 183 Tahun 2019 - Kurikulum PAI & Bahasa Arab."

[35] Asep Nursobah et al., "Students' Ability to Analyze the Moderation of Islamic Teachings on Islamic Cultural History Learning in Indonesia," vol. 566 (Atlantis Press, 2021), 258–62, https://doi.org/10.2991/assehr.k.210715.055.

[36] Bahri et al., "Utilization of ICT-Based Learning Media in Local History Learning."

[37] Maimunatun Habibah, "Pengembangan Kompetensi Digital Guru Pendidikan Agama Islam Sekolah Dasar Dalam Kerangka Kurikulum Merdeka," *Sittah: Journal of Primary Education* 3, no. 1 (2022): 76–89, https://doi.org/10.30762/sittah/v3i1.11.

[38] Imam Tabroni et al., "Early Childhood Education In Islamic Education Perspective," *Ulil Albab : Jurnal Ilmiah Multidisiplin* 1, no. 4 (March 11, 2022): 901–9.

method.[39] At this point, devoting the discovery learning model offered an open potential to invent teacher creativity by combining that model with learning media and learning methods.

The discovery learning model can be used as one alternative model of the learning models. The reason is that with students' dependence on one digital telecommunication media, their critical ability to develop facts is getting less and less. This analytical ability was initially developed from learning Islamic history from which students could take the values. This value is developed by themselves through experiences that shape students' character. The discovery learning model fosters a deep-rooted and binding learning experience into a character that allows students to discover their respective potentials.[40]

Applying this model also gives a solution for the SKI learning problem that has been considered less attractive. Lacking motivation in this subject is none other because past events are abstractions that students have not accepted at their developmental age— applying this model as the right solution for teachers to foster high self-confidence to shape students' character so they can develop optimally. Suppose the purpose of education so far has been purely cognitive and has no impact on students' soft skills. In that case, the discovery learning model is one of the right solutions to improve national learning goals starting from the classroom.[41] Innovative and creative teachers who are always learning new things, such as new methods, new media, and new curricula, will accelerate the quality of national education and impact the quality of Indonesia's human resources.

Students can develop their abilities without the teacher's direction and guidance. They will get used to doing searches to find out new things. The cycle that will be used as a reference by students is to see new things, seek information about these new things, and find benefits and dangers as situations made possible by them. The final step is to decide to copy the information obtained based on their search and experience or leave it. That is an extraordinary decision for students if the teacher can optimally develop discovery learning model learning as the latest learning process in today's technological era.

---

[39] M. N. L. Khakim et al., "Historical Learning Based on Outdoor Learning and Environmental Insight as Implementation of the Utilization of Gua Suci Sites in Tuban," *IOP Conference Series: Earth and Environmental Science* 747, no. 1 (May 2021): 012050, https://doi.org/10.1088/1755-1315/747/1/012050.

[40] Imam Tabroni et al., "The Learning Process Of Children With Special Needs At Salsabila Inclusive School, Purwakarta," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 1 (2022): 52–62, https://doi.org/10.37812/fikroh.v15i1.387.

[41] Imam Tabroni and Nurarita Nurarita, "The MBKM Policy As A Strategy To Improve The Quality Of Education," *Soko Guru: Jurnal Ilmu Pendidikan* 1, no. 3 (December 1, 2021): 05–10, https://doi.org/10.55606/sokoguru.v1i3.55.

The development of independent knowledge will become a particular character. Students will continue to try boldly new things that become their profile and be able to provide valid and new information that is useful for other students. They will give each other positive and negative information on new things they meet. This process develops the character of the student community that is increasingly integrated and full of meaning. This kind of development positively impacts the sustainability of students' potential, making something positive even more unstoppable. Innovation will not stop in one field but will develop and increasingly show dynamic abilities in understanding their potential according to observations, knowledge, and experience.

The government must be able to provide learning development for teachers and schools. The teacher's ability only supports the success of learning with this model. This ability is a competency that must be possessed by teachers and developed in subsequent innovations. Teachers should receive frequent training, coaching, career development, and professional benefits.[42] Teachers must be used as subjects in nation-building. Methods, media, innovation, and teachers' ability are the impact of a policy that puts the interests of teachers in advancing education. Without quality teachers, there will be no quality methods and media. Innovation can only be carried out by an integrated system that can encourage teachers to provide the best service for students to develop their respective potentials.

As a result, the discovery learning model is not only helpful in learning Islamic cultural history but also for other learning. Learning history that is complicated and tedious can be overcome with this model, let alone other lessons. Discovery learning can change a tiresome situation into a fun situation, so this learning is a solution for every teaching material the teacher delivers.

Conclusion

Implementing the discovery learning model in SKI learning is carried out in several stages. Beginning, students are given stimulation to focus on learning material (stimulation). In the second stage, the teacher provides opportunities for students to identify as many questions as possible related to the material (problem statements). Next, students collect relevant information to answer the questions that have been identified (data collection). Then, students and their groups discuss processing the observations (data processing). After that, students discuss and verify their observations' results with the sourcebook's data or theory (verification). In the sixth or final stage, students present the

---

[42] Habibah, "Pengembangan Kompetensi Digital Guru."

results of group discussions and make conclusions about essential points that arise in the learning activities that have just been carried out (generalization). The discovery learning model could overcome several SKI learning problems on the learning material "Shaykh Abdul Rauf as-Singkili" class IX of MTs YAKPI Kalijati. That is evident from the students' activeness and the teacher's success in processing it so that there is a cognitive increase in student learning outcomes. In addition, this learning model can eliminate the boredom level experienced by students in the teaching and learning process.

References

Abdulah, Dadang. "Penerapan Model Discovery Learning Untuk Meningkatkan Motivasi Belajar Peserta Didik Pada Materi Sejarah Kebudayaan Islam." *Educator : Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 1, no. 2 (December 7, 2021): 139–48. https://doi.org/10.51878/educator.v1i2.725.

Admin, Editor. "KMA 183 Tahun 2019 - Kurikulum PAI & Bahasa Arab." *Ayo Madrasah* (blog), 2019. https://www.ayomadrasah.id/2019/08/kma-183-tahun-2019-kurikulum-pai-b-arab.html.

Anshory, Muhtar Luthfie Al. "Problematika Pembelajaran SKI Di Madrasah Tsanawiyah YAPI Pakem." *Jurnal Penelitian Keislaman* 16, no. 1 (June 23, 2020): 76–86. https://doi.org/10.20414/jpk.v16i1.2222.

Bahri, Humaedi, Rizal, Mahfud M. Gamar, Misnah, and Andi Dewi Riang Tati. "Utilization of ICT-Based Learning Media in Local History Learning." *Journal of Physics: Conference Series* 1764, no. 1 (February 2021): 012079. https://doi.org/10.1088/1742-6596/1764/1/012079.

Bruner, Jerome S. *The Process of Education: First Edition*. Cambridge: Harvard University Press, 1977.

Fatah Syukur. *Sejarah Peradaban Islam*. Semarang: Pustaka Rizki Putra, 2015.

Fathurrohman, Amang, Mohammad Yusuf Wijaya, Endang Tyasmaning Tyasmaning, Hufron, Alfian Adi Saputra Saputra, Muhammad Holimi, Priatmojo Suryo Kuncoro, and Fatmah K. "Implementasi Pembelajaran Sejarah Kebudayaan Islam Pada Madrasah Tingkat Dasar Di Kabupaten Pasuruan." *Jurnal Al-Murabbi* 5, no. 2 (June 28, 2020): 8–16. https://doi.org/10.35891/amb.v5i2.2139.

Fitriningtiyas', D. A., N. Umamah, and Sumardi. "Google Classroom: As a Media of Learning History." *IOP Conference Series: Earth and Environmental Science* 243 (April 2019): 012156. https://doi.org/10.1088/1755-1315/243/1/012156.

Gunawan, Heri. *Kurikulum Dan Pembelajaran Pendidikan Agama Islam*. 2nd ed. Bandung: Alfabeta, 2013.

Habibah, Maimunatun. "Pengembangan Kompetensi Digital Guru Pendidikan Agama Islam Sekolah Dasar Dalam Kerangka Kurikulum Merdeka." *Sittah: Journal of Primary Education* 3, no. 1 (2022): 76–89. https://doi.org/10.30762/sittah/v3i1.11.

Hasmar, Abdul Haris. "Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah." *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 10, no. 1 (May 3, 2020): 15–33. https://doi.org/10.22373/jm.v10i1.6789.

Hill, Winfred F. *Theories of Learning : Teori-teori Pembelajaran Konsepsi, Komparasi dan Signifikansi*. Translated by M. Khozim. 5th ed. Bandung: Nusamedia, 2012.

Himmah, Asmi Faiqotul. *Pembelajaran SKI Di Madrasah*. Jember: UIN Kiai Haji Achmad Siddiq, 2021.

Khakim, M. N. L., W. D. Sulistyo, Yuliati, R. R. Hudiyanto, and I. Afhimma. "Historical Learning Based on Outdoor Learning and Environmental Insight as Implementation of the Utilization of Gua Suci Sites in Tuban." *IOP Conference Series: Earth and Environmental Science* 747, no. 1 (May 2021): 012050. https://doi.org/10.1088/1755-1315/747/1/012050.

Kurniawan, Ganda Febri. "Problematika Pembelajaran Sejarah Dengan Sistem Daring." *Diakronika* 20, no. 2 (September 30, 2020): 76–87. https://doi.org/10.24036/diakronika/vol20-iss2/148.

Magro, Graça, Joaquim Ramos de Carvalho, and Maria José Marcelino. "Improving History Learning through Cultural Heritage, Local History and Technology." In *10th International Conference Mobile Learning 2014*, 34–40. Madrid: International Association for the Development of the Information Society, 2014. https://eric.ed.gov/?id=ED557197.

Miles, Matthew B., A. M. Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. Third edition. Thousand Oaks, California: Sage Publications, Inc, 2014.

Nursobah, Asep, Andewi Suhartini, Hasan Basri, and Uus Ruswandi. "Students' Ability to Analyze the Moderation of Islamic Teachings on Islamic Cultural History Learning in Indonesia," 566:258–62. Atlantis Press, 2021. https://doi.org/10.2991/assehr.k.210715.055.

Prasetyo, Apri Dwi, and Muhammad Abduh. "Peningkatan Keaktifan Belajar Siswa Melalui Model Discovery Learning Di Sekolah Dasar." *Jurnal Basicedu* 5, no. 4 (June 9, 2021): 1717–24. https://doi.org/10.31004/basicedu.v5i4.991.

Priansa, Donni Juni. *Pengembangan Strategi & Model Pembelajaran*. Bandung: Pustaka Setia, 2019.

Ramadhan, Hasna Rizky, Mulyawan Mulyawan, Ibnu Hidayani, and Imam Mahdi. "Metode Discovery Learning Dalam Pembelajaran Sejarah Khulafaurrasyidin." *Edukasi Islami: Jurnal Pendidikan Islam* 8, no. 01 (February 26, 2019): 143–58. https://doi.org/10.30868/ei.v8i01.357.

Rofik, Rofik. "Development of Islamic Cultural History Learning Materials in Indonesia's 2013 Curriculum." *Jurnal Pendidikan Islam* 8, no. 2 (2019): 309–44. https://doi.org/10.14421/jpi.2019.82.309-344.

Sagala, Sutan Muda, M. Heriadi, Reno Ababiel, and Toni Nasution. "Pendidikan Sejarah Serta Problematika Yang Dihadapi Di Masa Kini." *Jurnal Pendidikan Dan Konseling* 4, no. 3 (June 27, 2022): 1918–25.

Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana, 2006.

Shomali Kurniawan Sibuea, Syaukani. "Penerapan Model Discovery Learning Dalam Pembelajaran Sejarah Kebudayaan Islam Di Mts Darul Hikmah Tpi Medan." *Edu-Riligia: Jurnal Ilmu Pendidikan Islam Dan Keagamaan* 3, no. 3 (2019). https://doi.org/10.47006/er.v3i3.5803.

Sisdiana, Etty, Soraya Soraya, Nur Listiawati, Rahmah Astuti, Fransisca Nuraini K., Diyan Nur Rakhmah W., Erni Hariyanti, Asri Ika Dwi Martini, Sisca Fujianita, and Farah Arriani. *Bunga rampai pelaksanaan kurikulum 2013: potret penerapan pembelajaran saintifik di SMP*. Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, 2020. https://puslitjakdikbud.kemdikbud.go.id/produk/buku/detail/323335/bunga-rampai-pelaksanaan-kurikulum-2013-potret-penerapan-pembelajaran-saintifik-di-smp.

Sugiyono, Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif Dan R&D*. Bandung: Alfabeta, 2013.

Tabroni, Imam, Solihah Bagus, Sanusi Uwes, Manpam Drajad, and Ijah Bahijah. "The Learning Process Of Children With Special Needs At Salsabila Inclusive School, Purwakarta." *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 1 (2022): 52–62. https://doi.org/10.37812/fikroh.v15i1.387.

Tabroni, Imam, Nano Munajat, Sanusi Uwes, and Usep Dedi Rostandi. "Parenting Patterns in Educating Children's Prayer Discipline During the Coronavirus Disease (Covid-19)." *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (February 28, 2022): 177–94. https://doi.org/10.30868/ei.v11i01.2140.

Tabroni, Imam, Muhammad Naafi'ul, Nur Azizah, and Puja Fauzia Rizqita. "Contemporary Islamic Education: Opportunities And Challenges In Society Era 5.0." *At-Tahsin* 2, no. 1 (March 9, 2022): 17–26.

Tabroni, Imam, Fitriani Nasihah, and Ijah Bahijah. "The Implementation of School Culture-Based Character Education in Salem State Elementary School, Pondoksalam Subdistrict, Indonesia." *Erudio Journal of Educational Innovation* 8, no. 2 (December 31, 2021): 202–8.

Tabroni, Imam, and Nurarita Nurarita. "The MBKM Policy As A Strategy To Improve The Quality Of Education." *Soko Guru: Jurnal Ilmu Pendidikan* 1, no. 3 (December 1, 2021): 05–10. https://doi.org/10.55606/sokoguru.v1i3.55.

Tabroni, Imam, Jamali Sahrodi, Ulfiah, and Lindawati. "Early Childhood Education In Islamic Education Perspective." *Ulil Albab : Jurnal Ilmiah Multidisiplin* 1, no. 4 (March 11, 2022): 901–9.

Tabroni, Imam, and Rini Purnama Sari. "Implementation Of Islamic Character Education At The Time Of The Prophet Muhammad In Madinah." *At-Tahsin* 2, no. 1 (March 9, 2022): 1–7.

Tabroni, Imam, Rini Purnama Sari, Rahmat Apendi, and Deden Kurnia Adam. "Character Education of The History of Islamic Civilization." *At-Tahsin* 2, no. 1 (March 9, 2022): 27–36.

Takaya, Keiichi. *Jerome Bruner: Developing a Sense of the Possible*. Berlin/Heidelberg: Springer Science & Business Media, 2013.