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## THE APPLICATION OF THE DISCOVERY LEARNING MODEL IN IMPROVING RELIGIOUS UNDERSTANDING OF STUDENTS IN THE LESSONS OF THE BOOK OF SULAM AL-TAUFIQ

**Abdul Mun'im Amaly, Supiana, Tedi Priatna, Karman**

Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

Email: [abdulmunimamaly@staidaf.ac.id](mailto:abdulmunimamaly@staidaf.ac.id), [supiana@uinsgd.ac.id](mailto:supiana@uinsgd.ac.id)

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### **ABSTRACT**

**Background:** Understanding of the material of the book is difficult, it is not surprising to question whether the understanding of the material has become neglected. Therefore, the religious understanding of students must be developed by the ustāz in the Islamic boarding school through the learning process. This can be done using the formulation of the discovery learning model which contains a comprehensive learning procedure design.

**Purpose:** This study aims to determine the application of the discovery learning model, and the religious understanding of students using discovery learning and non-discovery learning models, as well as increasing the religious understanding of students after using discovery learning and non-discovery learning models in Class 1 Aliyah Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School West Bandung

**Method:** The research approach used is an experimental study with a quasi-experimental type in the form of a nonequivalent pre-test and post-test control group design. The research population was students of Class 1 Aliyah Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School, West Bandung with a sample of 106 students consisting of experimental and control classes. The research instrument used was a 38-item questionnaire, providing 20 multiple-choice questions and 5 description questions. Data were analyzed using statistical tests

**Results:** The results of the research show that the discovery learning model is very suitable to be applied to the Al-Taufiq Sulam Book lesson, at the Darul Falah Islamic boarding school it got an average score of 93.65% which shows a very good interpretation value, and at the Al-Mukhtariyah Islamic boarding school, it got an average score of 93.65%. an average of 90.42% which shows a very good interpretation value. The religious understanding of students using the discovery learning model at the Darul Falah Islamic boarding school is at high criteria with an average pretest score of 52.39 and posttest 82.85 which has increased by 30.46%, at Al-Mukhtariyah Islamic

boarding school it is at sufficient criteria. The average pretest score was 43.57 and posttest 75.87, which was an increase of 32.3%.

**Conclusion:** Meanwhile, non-discovery learning at the Darul Falah Islamic boarding school is at sufficient criteria with an average pretest score of 58.44 and posttest of 70.22, an increase of 11.78%, at the Al-Mukhtariyah Islamic boarding school it is at sufficient criteria with an average score -average pretest 51.22 and posttest 60.65, an increase of 9.43%

## INTRODUCTION

*Discovery learning* is a learning model introduced by Jerome Bruner, which aims to maximize student understanding instead of mastery of subject matter and emphasizes the active role of students (*student oriented*) in obtaining information, organizing what is known and exploring learning experiences independently so that students get a deep impression in the learning experience (Surur & Oktavia, 2019; Dahar, 2011; Rahmat, 2018; Baharun, 2017; Cintia et al., 2018; Mu'allimah, 2014; Kumala & Rohman, 2020; Yuliana, 2018; Mu'allimah, 2014).

The above opinion means that the *discovery learning* model focuses on students' understanding of the material they learn. If the *discovery learning* model is applied, the student's comprehension ability will be better.

Even though the students' understanding of the books they learn is the *core* of learning in the Islamic Boarding School as well as being one of the goals of the Islamic boarding school, because if the students are not able to understand the books they are learning, then the students will not be able to take actions according to what is stated in the books of their learning resources. Research conducted Aliudin (2019), Fakhor et al., (2019) dan Umroh et al., (2020) Highlighting the risk that, if understanding of the material of the book is difficult, it is not surprising to question whether the understanding of the material has become neglected (Hidayati, 2018).

This understanding according to Benjamin S. Bloom is a person's ability to understand and understand something, after something is known and remembered (Sudijono, 2011). Understanding is also a level of ability that expects a person to be able to understand the meaning of concepts, situations and factors that he knows (Purwanto, 2010). In this case a person not only memorizes verbally, but understands the concept of the stated problem.

Based on the above opinion, it can be concluded that student understanding is the ability of students to define and master something by understanding its meaning, thus understanding is a person's ability to interpret things contained in a theory or concepts studied. This understanding contains the understanding that to what extent the ability of students to recognize or understand religious values contained in the book of *turas*, this will be seen when a person is able to understand, internalize, and apply the religious values contained in the book he studies (Witisma, 2020).

The formation of student understanding is carried out based on the assumption that the understanding is the result of coaching efforts, not by itself, thus, the implementation of education in Islamic boarding schools should be perfected. This can be done by using alternative learning models that can support the effectiveness of Islamic boarding school learning, especially in increasing students' understanding of the book of *turas*, one of which is the *discovery learning learning model*.

The importance of this model is applied in Islamic Boarding Schools because it is based on research conducted by Utiyani, Saefuloh (2019), Ardyansyah dan Fitriani (2020) The use of *discovery learning models* has an impact on the level of understanding and

can make it easier for students to understand the material they are learning. The results of their research are the reason for *the discovery learning* model to be applied in Islamic boarding schools, because it will be able to improve students' understanding of the books they learn.

The Islamic boarding schools that became the location of the study, namely Darul Falah Islamic Boarding School and Al-Mukhtariyah West Bandung experienced the same problem, namely that students did not understand the material from the books they studied. Various ways have been done by Islamic boarding schools to make students understand the material from the books studied optimally but still do not show compatibility between the results obtained and their expectations.

Based on preliminary studies in the form of interviews at Darul Falah Islamic Boarding School and Al-Mukhtariyah West Bandung, there are several problems that often arise, including *ustāz problems* in applying learning models, and understanding of students (Studi Pendahuluan, 24 Februari 2022, 10 Maret 2022).

The model used by *ustāz* in learning in both Islamic boarding schools is a *teacher-oriented* model, which is a model that focuses learning on educators, in this case *ustāz*, combined with the sorogan and balagan or weton methods, ideally if the *ustāz* has applied this model and learning method, the understanding of students increases because students receive a full explanation of the material from the current book he learned. However, what happens is that 35% of students have an understanding of the book they are studying below average, as can be seen from the exam results at Darul Falah Islamic Boarding School and interviews with administrators at Al-Mukhtariyah Islamic Boarding School (Preliminary Study, February 24, 2022, March 10, 2022).

This is seen during learning, students do not respond and play an active role in learning, students have difficulty mentioning the material content of the book they are studying causing students' understanding and learning outcomes for the subjects of the book of *Embroidery Al-Taufiq* are not optimal (Preliminary Study, February 24, 2022).

The problems mentioned above are certainly influenced by various factors including: (1) understanding-based learning has not been optimally applied, this is characterized by at the end of learning *ustāz* does not provide reinforcement or verification to students, (2) *ustāz* does not want to be difficult in teaching material to students. (3) *Ustāz's* knowledge of low comprehension-based learning has an impact on students' lack of understanding of the books they study, this is seen from *ustāz* lacking examples and focusing only on the books studied (Preliminary Study, 24 February 2022).

As for articles related to this research such as: Surur & Oktavia (2019), The research they conducted on the *discovery learning* model had an impact on understanding concepts in exact matter, namely mathematics. Articles written by (Cintia et al., 2018; Nugrahaeni, Redhana, & Kartawan, 2017; Sa'diyah & Dwikurnaningsih, 2019), Conduct research on *discovery learning models* that have an impact on the ability to submit problems, critical / creative thinking, mathematical resilience and student learning outcomes. Articles written by Khoiruddin (2020) Firmansyah & Romelah (2022) Conduct research on *discovery learning models* that have an impact on student learning motivation and student independence. Articles written by (Ardyansyah & Fitriani, 2020; Kumala & Rohman, 2020; Madrasah, Mafatihul, Cirebon, & Saefuloh, 2019; Rahman, 2021; Widodo, Abidah, Fahmi, & Chebaiki, 2021), Conduct research on *discovery learning* models associated with Arabic or part of Arabic science in general.

The *discovery learning model* that was once researched oleh Silvia Fitriani (2021), Surur & Oktavia (2019), Yerimadesi (2018), Lilik Ariyanto (2018), Cintia et al. (2018), Sa'diyah & Dwikurnaningsih (2019), Nugrahaeni et al. (2017), Khoiruddin (2020), serta Firmansyah dan Romelah (2022) all of them focus on the locus of research in formal

institutions, while research on *discovery learning* models applied in Islamic boarding schools has not been conducted. After a review of the research on the application of *the discovery learning model*, it turned out that many were carried out in the exact sciences that entered the general sciences, while research in the social sciences or religion was still small.

Based on the explanation above, the distinguishing point and reformer of previous research is the application of *the discovery learning model* in increasing the understanding of students in the book of *Embroidery Al-Taufiq* which was carried out in Islamic Boarding Schools, and the location of this research is Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School West Bandung.

### **RESEARCH METHODS**

This study uses a quantitative approach because in this study the data used are taken from empirical phenomena and can be measured according to research variables. In addition, the reason for researchers to choose a quantitative approach is because this research requires questionnaires, research instruments that are quantitative or statistical so it is not suitable if only understanding the phenomena that occur by describing them.

This research includes a quasi-experimental method with a quantitative approach. This method is used to examine student samples at Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School West Bandung, data collection using research instruments, quantitative or statistical data analysis with the aim of testing hypotheses that have been formulated.

Data sources in this study consist of primary and secondary data. In the study, data from Aliyah class students as primary data. While from the ustāz who teach in class, the parties who manage the Islamic Boarding School, documents and other records as secondary data. Primary data in this study were obtained from respondents consisting of students of Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School West Bandung through tests. While secondary is data related to research problems.

### **RESULTS AND DISCUSSION**

#### **Application of *Discovery Learning Model* in Class 1 Aliyah Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School West Bandung**

The application of *the discovery learning model* was carried out in two different Islamic boarding schools by looking at the results of questionnaire answers that had been distributed to each student of the class 1 Aliyah experimental group, Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School, West Bandung. The results of the research questionnaire were analyzed and produced an overview of the application of the *discovery learning model* as follows:

**Table 1 Results of the research questionnaire**

No.	Identitas	The mean value of the questionnaire results	Interpretasi
1.	Islamic boarding schools darul falah bandung barat	93,65%	Excellent
2.	Islamic boarding schools al-mukhtariyah bandung barat	90,46%	Excellent
	Mean angket kedua Islamic Boarding School	92,055%	Excellent

Based on the recapitulation table above, it can be seen that the application of *the discovery learning* model in Class 1 aliyah of Darul Falah Islamic Boarding School obtained a mean of 93.65% which is in the very good category, and Class 1 aliyah of Al-Mukhtariyah Islamic Boarding School West Bandung got a mean of 90.46% which is in the very good category. The average score of the two classes obtained a mean value of 92.055% which has a very good interpretation.

This can be seen from the results of the analysis of each step of applying the *discovery learning* model. Therefore, the *discovery learning model* is very suitable to be applied in the Islamic boarding school to the subjects of the book of Embroidery Al-Taufiq. This is as described by Surur & Oktavia (2019) dan Dahar (2011) That the use of the *discovery learning* model is suitable to be used to provide flexibility for students to search, and find information in the form of concepts and principles, also emphasizes the activeness of students in exploring learning experiences independently.

Of course, the successful application of this *discovery learning* model cannot be separated from the steps designed and carried out by Ustāz at Darul Falah Islamic Boarding School and Al-Mukhtariyah Islamic Boarding School West Bandung, these steps are as follows :

a. *Stimulation*

The provision of stimuli is carried out by Ustāz at the beginning of learning starting before entering the learning material or discussion, these stimuli are given in the form of stories or pictures that are still unclear, thus fostering students' curiosity and curiosity about the phenomena shown by the ustāz. This stimulation activity is in line with what is conveyed by Kumala & Rohman (2020) that this stimulation encourages independence and learning initiative by students. This stimulus activity continues to the point where the student has poured out all his feelings of heat with various questions and assumptions about the story or picture given by the ustāz. Santri tries to find for himself various information about the phenomena given by the ustāz related to the subject matter to be studied. So the next process is usually done in groups so that the task of the ustāz is more as a facilitator and guide for the students (Mu'allimah, 2014).

b. *problem statement.*

This is because one of the main characteristics of the *discovery learning* model is exploring and solving problems to create, combine and generalize knowledge (Kristin, 2016). This activity focuses on determining the problems that arise from the students themselves, namely from the questions previously asked so that they are then accommodated and selected questions that will be raised into a problem and answers or solutions are sought. Baharun (2017) call the above activities with the term *Self*

*discovery learning*, that is; learning through their own discovery, through searching by finding their own problems that must be learned and solved. For this reason, the involvement of students in learning is very important and determines the success of learning.

c. *data collection*

At this stage, students will try to reach the data and information needed in order to solve problems or questions that have been asked or set before. This encourages an active and massive thinking pattern because it is not easy to mix and match data, information, and other sources of study needed.

Santri does collect data related to the problem to be solved, but still needs to be supervised by the process by Ustāz or according to Munir (2020) *The form of control was supervision. The learning evaluation used other supplement books or diaries*, That is, the form of control is supervision. Evaluate learning using supplementary books or other diaries. This supervision is carried out by checking data by ustāz to students, ustāz always assigns students to record in sequence the supporting data needed in a book, whether the data is in the form of texts from books and other sources, from interviews with sources or others, so that the data collected is archived properly and clearly.

d. *Data processing*

M. Hosnan added that in this condition students will rearrange various data and information that they have collected both from observations, interviews, and reviews of various literature, in order to answer statements or temporary answers to the problems being studied. As a result, students not only learn the subject matter in the book of Embroidery Al-Taufiq but also explore various existing knowledge and sources, making students have a deep understanding and broader insight (Kumala & Rohman, 2020).

e. *Verification*

The analytical ability of students is really tested at this stage because it is not enough just to be able to find various data or information and know that the answer exists, but not be able to check the truth of the answers that have been found, in this case students are led to identify what they want to know then students organize or form (constructive) what is known and understood into the final form (Cintia et al., 2018; Mu'allimah, 2014). The purpose of this final form is that the answers that have been checked for correctness are analyzing various data and information with various appropriate literature, so that the answers determined are valid answers.

f. *Generalization*

**Table 2 Discovery learning model steps on learning kitab Sulam Al-Taufiq di Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah Bandung Barat**

Steps	Activities	
	ustāz	santri
<b>Introduction</b>	Opening with prayer	Santri prayer
	Linking learning material with students' experiences regarding previous material	Santri relates material to experiences in everyday life
	Ask questions that have something to do with the material to be studied	Santri asks questions related to the material to be studied
	Provide an overview of the benefits of learning the material to be learned in everyday life	Santri listened to the teacher's explanation about the benefits of learning learning material
	Deliver learning objectives	Santri listens to learning objectives
	Explain the mechanism of learning implementation in accordance with the steps of <i>the discovery learning model</i>	Santri listened to the learning mechanism based on <i>discovery learning steps</i>
<b>Inti</b>	Ustāz motivates to focus on the topics of duty for the mukalaf, prayer, zakat, fasting, buying and selling, apostasy, immorality and repentance.	Santri observes ustāz explanations regarding obligations for the mukalaf, prayer, zakat, fasting, buying and selling, apostasy, immorality and repentance. Santri conducts literacy in class / outside the classroom by reading books or other sources related to the material to be studied then writing down the results of his observations
	Ustāz gives the student the opportunity to dialogue individually or in groups either with friends on the side, front, back or others related to writing, gambar yang diperlihatkan ustāz	Santri conducts dialogue with oneself, his friend or others regarding writing, or pictures or those shown by the Ustāz
	Ustāz meminta santri untuk mengumpulkan data atau informasi terkait materi	Santri mengumpulkan data atau informasi terkait materi kewajiban bagi orang mukalaf,

Steps	Activities	
	ustāz	santri
Introduction	Opening with prayer	Santri prayer
	Linking learning material with students' experiences regarding previous material	Santri relates material to experiences in everyday life
	Ask questions that have something to do with the material to be studied	Santri asks questions related to the material to be studied
	Provide an overview of the benefits of learning the material to be learned in everyday life	Santri listened to the teacher's explanation about the benefits of learning learning material
	Deliver learning objectives	Santri listens to learning objectives
	Explain the mechanism of learning implementation in accordance with the steps of <i>the discovery learning model</i>	Santri listened to the learning mechanism based on <i>discovery learning steps</i>
	kewajiban bagi orang mukalaf, shalat, zakat, puasa, jual beli, murtad, maksiat dan taubat. Serta analisis dari data temuannya	shalat, zakat, puasa, jual beli, murtad, maksiat dan taubat. Serta menganalisis data temuannya
	Ustāz memberi kesempatan kepada santri untuk menjelaskan temuan dan analisisnya mengenai kewajiban bagi orang mukalaf, shalat, zakat, puasa, jual beli, murtad, maksiat dan taubat.	Santri secara individu mempresentasikan hasil temuan dan analisisnya mengenai kewajiban bagi orang mukalaf, shalat, zakat, puasa, jual beli, murtad, maksiat dan taubat.
	Ustāz mengamati, memberikan masukan dan mengelaborasi presentasi dari santri mengenai kewajiban bagi orang mukalaf, shalat, zakat, puasa, jual beli, murtad, maksiat dan taubat.	
	Ustāz with the students concludes the lesson	
Penutup	Valuation	
	Ustāz reflections with students	



Steps	Activities	
	ustāz	santri
Introduction	Opening with prayer	Santri prayer
	Linking learning material with students' experiences regarding previous material	Santri relates material to experiences in everyday life
	Ask questions that have something to do with the material to be studied	Santri asks questions related to the material to be studied
	Provide an overview of the benefits of learning the material to be learned in everyday life	Santri listened to the teacher's explanation about the benefits of learning learning material
	Deliver learning objectives	Santri listens to learning objectives
	Explain the mechanism of learning implementation in accordance with the steps of <i>the discovery learning model</i>	Santri listened to the learning mechanism based on <i>discovery learning steps</i>
Closing the lesson with a prayer		

**Religious Understanding of Class 1 Students Aliyah Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah West Bandung Using the *Discovery Learning Model***

**Tabel 3 Rekapitulasi Pemahaman Keagamaan Santri Kelas 1 Aliyah Islamic Boarding School Darul Falah dan Islamic Boarding School Al-Mukhtariyah Bandung Barat dengan Menggunakan Model *Discovery Learning***

No	Identitas	Mean <i>pre test</i>	Mean <i>post test</i>	Keterangan
1.	Islamic Boarding School Darul Falah Bandung Barat	52,39	82,85	Tinggi

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2.	Islamic Boarding School Al-Mukhtariyah Bandung Barat	43,57	75,87	Cukup
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Based on the table above, it can be seen that the religious understanding of students after using the *discovery learning* model has increased significantly. The acquisition of the mean *pre-test* score of class 1 aliyah Islamic Boarding School Darul Falah West Bandung of 52.39 was in the less category and experienced an increase (gain) of 30.46 so that the mean *post test* value of 82.85 was in the high category.

Class 1 aliyah Islamic Boarding School Al-Mukhtariyah West Bandung obtained a *mean pre-test* score of 43.57 which was in the sufficient category and increased (gain) of 32.3 so that the mean *post test value* of 75.87 was obtained in the sufficient category.

The above facts show that the use of *the discovery learning* model can significantly increase the religious understanding of students. This is because the application of *the discovery learning model* is combined with approaches, strategies and methods that are appropriate and in accordance with the *discovery learning model*. In its implementation, the *ustad* uses a scientific approach, this approach allows for an increase in the religious understanding of students because it emphasizes students to learn through scientific stages, namely observing, questioning, collecting data, associating, and communicating (Maesaroh, Mukaromah, Budiman, & Lokasari, 2021).

The steps described in the scientific approach support learning as described in the *discovery learning* model, with this approach students must try to find and formulate findings that have been processed which then become an answer or solution to the problem that is part of the material being studied. The strategy that can be applied in accordance with the *discovery learning* model is the inquiry learning strategy, which is a series of learning activities that emphasize the process of thinking critically and analytically to find and find the answer to a problem asked by yourself (Maesaroh et al., 2021).

This strategy is suitable for use in the *discovery learning* model, because in the learning process emphasizes the ability to think critically and analyze the findings that have been obtained by students, so that the results of the learning carried out will sharpen students' understanding of the material being studied.

While methods relevant to the *discovery learning* model can use the discussion method, the discussion method is a way of delivering learning materials that provide opportunities for students to collect opinions, make conclusions or compile various alternative problem solving (Nasution, 2017). Can also use troubleshooting methods. The two methods are combined to complete the syntax framework of the *discovery learning model*.

The choice of method is seen from the core purpose of the *discovery learning* model, namely students who seek answers from various existing sources which are then cumulatively verified answers or correctness. The search process is a form of discussion and problem-solving method, students try to solve problems that have been given by educators as an initial stimulus in the learning process, then students discuss the steps that must be taken and from which source of the solution, can discuss with their friends, upperclassmen, or other teachers. This discussion process will continue until students find answers to problems stimulated by educators.

The religious understanding of students is tested by giving questions as many as 28 items, based on the dimension of religious knowledge, which is a dimension that explains how far a person knows about the teachings of his religion, especially those in any other holy book. At the very least, a religious person should know the basics of beliefs, rites, scriptures and traditions. This dimension in Islam includes knowledge of the contents of the Qur'an, the main teachings that must be believed and implemented, Islamic law and understanding of the scientific rules of Islamic economics / Islamic banking (Ancok & Suroso, 2008).

This study focuses on the dimension of religious knowledge because religious knowledge can be measured clearly, and a person's religious understanding can be measured from religious knowledge whose object itself is religious beliefs, practices and consequences derived from the book he studied at the Islamic Boarding School, namely in this study is the book of Embroidery Al-Taufiq.

To be able to measure religious knowledge, a person is said to understand if he can construct the meaning of learning messages, in this case the study of the book of Embroidery Al-Taufiq is related to the science of creed or tawhid, jurisprudence and Sufism. At that time he can connect new knowledge and old knowledge. It can combine new knowledge with existing cognitive schemes and frameworks.

As for this study, indicators of religious understanding take and focus on what Anderson & Krathwohl (2010) convey that understanding this includes seven processes, including::

**Table 4 Recapitulation of Answers to the Religious Understanding Test for Class 1 Class 1 Aliyah Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah West Bandung Based on Religious Understanding Indicators**

No	Dimension	Indicator	Other names	Definisi	Information
1	Religious Knowledge	<i>interpreting</i>	Clarifying, Paraphrasing, Translating, presenting	Change the shape of a picture like a number to another form into words	√
2		<i>exemplifying</i>	illustrate, set an example	Find examples or illustrations of concepts or principles	√
3		<i>classifying</i>	categorize, group	Define something in a category	√
4		<i>summarizing</i>	Extract, extrapolate, interpolate, predict	Making logical conclusions from the information received	√
5		<i>Concluding</i>	Abstracting, Embracing	Abstract a common theme or point	√
6		<i>explaining</i>	Describe, Create a model	Create a cause-and-effect model in a system.	√
7		<i>Comparing</i>	Compare, Contrast, Map, Match	Determine the relationship between two ideas, two objects and such	√

Based on the table above, to find out the level of religious understanding of students in learning the book of *Embroidery Al-Taufiq* at the Islamic Boarding School, can be done by asking questions related to learning or in the form of tests. The test is used to find out how much religious understanding students have about the material delivered by the ustāz in the learning process.

**Religious Understanding of Class 1 Students Aliyah Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah West Bandung Using *Non Discovery Learning Model***

**Table 5 Recapitulation of Religious Understanding of Class 1 Students Aliyah Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah West Bandung Using *Non Discovery Learning Model***

No	Identitas	Mean <i>pre test</i>	Mean <i>post test</i>	Information
1.	Islamic Boarding School Darul Falah Bandung Barat	58,44	70,22	Good
2.	Islamic Boarding School Al-Mukhtariyah Bandung Barat	51,22	60,65	Good

Based on the table above, it can be seen that the religious understanding of students after using the *non-discovery learning model* has increased with the moderate category. The acquisition of the mean *pre-test* score for class 1 aliyah Islamic Boarding School Darul Falah West Bandung was 58.44 and increased (gain) by 11.78 so that the mean *post test* value of 70.22 was in the sufficient category. Class 1 aliyah Islamic Boarding School Al-Mukhtariyah West Bandung obtained a *mean pre-test* score of 51.22 and an increase (gain) of 9.43 so that a mean *post lest* score of 60.65 was obtained with sufficient category.

The above facts show that the use of *non-discovery learning* models can increase students' religious understanding, it's just that the increase is not as high as students' religious understanding if using *the discovery learning* model. This is because the application of *the non-discovery learning* model is not combined with approaches, strategies, and methods that allow students to develop their religious understanding or still use the conventional learning model

**Differences in Santri Religious Understanding Using the *Discovery Learning Model* with *the Non-Discovery Learning Model* in the Subjects of Kitab Sulam Al-Taufiq at Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah West Bandung**

- a. Increasing Religious Understanding of Class 1 Students of Aliyah Islamic Boarding School Darul Falah West Bandung after Using the *Discovery Learning Model* with *the Non Discovery Learning Model*

The percentage of increase in religious understanding of Class 1 students of Aliyah Islamic Boarding School Darul Falah West Bandung can be seen from the average score (*mean*) of the *pre-test* score, *post-test score*, *gain*, and *gain*

score between the experimental group and the control group. The following table is the difference in the mean values of the experimental class group and the control group

**Table 6 Differences in Mean Scores of Pre Test Scores, Post Test Scores, Gains, and Gain Scores of Religious Understanding Between the Experimental Group and the Control Group of Class 1 Students Aliyah Islamic Boarding School Darul Falah**

West Bandung							
Experimental Class				Control Class			
Nilai Mean				Nilai Mean			
Pre test	Post test	Gain	Gain Score	Pre test	Post test	Gain	Gain Score
52,39	82,85	30,46	0,64	58,44	70,22	11,78	0,26

The results of the table analysis above concluded that for the experimental class, the *mean pre-test value* was 52.39, while the mean post-test value was 82.85, which is included in the high category. The next score is the *mean gain value* of the experimental class of 30.46 with a *gain score* of 0.64 which is included in the fairly high category. As for the control class, the *mean pre-test value* was 58.44 and the *mean post-test value* was 70.22, including in the good category.

The next gain is the average value (*mean*) gain of the control class using a *non-discovery learning* model obtained a figure of 11.78 with a gain score of 0.26. Perolch this figure gives an interpretation including in medium categories. When viewed from the increase in each class, it can be obtained by 6.4% for the experimental class group using the *discovery learning* model and a value of 2.6% for the control class group using the *non-discovery learning model*.

Thus, it can be concluded that the increase in religious understanding of Class 1 Aliyah Islamic Boarding School Darul Falah West Bandung students for the experimental class is higher than that of the control class. This means that learning the book of Embroidery Al-Taufiq using *the discovery learning model* is proven to increase the religious understanding of students.

This difference can be seen from the percentage table of increasing religious understanding of Class 1 Aliyah Islamic Boarding School Darul Falah students in West Bandung as follows:

**Table 7 Percentage of Religious Understanding of Class 1 Students Aliyah Islamic Boarding School Darul Falah West Bandung After Using the Discovery Learning Model and Using the Non Discovery Learning Model**

Group Eksperimental			Group Control		
Cetegory	Persentase	Total	Cetegory	Persentase	Total
Middle	30,3%	100%	Middle	92,59%	100%
Quite high	69,7%		Quite high	7,40%	
high			high		
Very high			Very high		

From the table above, it can be seen that there is a significant difference between the religious understanding of grade 1 students of Aliyah Islamic Boarding School Darul Falah West Bandung after using the *discovery learning model* and using the *non-discovery learning model*.

The religious understanding of students in the experimental group was dominated by the fairly high category of 69.7% while the rest was in the medium category of 30.3%. The religious understanding of the control group students was dominated by the medium category of 92.59%, while the rest were in the fairly high category of 7.40%

The explanation above shows that the experimental group has a better percentage of religious understanding compared to the control group, this can be seen from the percentage in the experimental group which is dominated by the fairly high category while the control group is dominated by the medium category. Even the control group almost approached 100% of the level of religious understanding of students in the medium category.

- b. Increasing Religious Understanding of Class 1 Students Aliyah Islamic Boarding School Al-Mukhtariyah West Bandung after Using the *Discovery Learning Model* with a *Non Discovery Learning Model*

**Table 8 Differences in Mean Scores of Pre Test Scores, Post Test Scores, Gains, and Gain Scores of Religious Understanding Between the Experimental Group and the Control Group of Class 1 Students Aliyah Islamic Boarding School Al-Mukhtariyah West Bandung**

Experimental Class				Control Class			
Nilai Mean				Nilai Mean			
Pre test	Post test	Gain	Gain Score	Pre test	Post test	Gain	Gain Score
43,57	75,87	32,3	0,57	51,22	60,65	9,43	0,21

The results of the table analysis above concluded that for the experimental class, the *mean pre-test value* was 43.57, while the *mean post-test value* was obtained at 75.87, which is included in the sufficient category. The next score is the *mean gain value* of the experimental class of 32.3 with a *gain score* of 0.57 which is included in the fairly high category.

As for the control class, the *mean pre-test value* was 51.22 and the *mean post-test value* was obtained at 60.65, including in the good category. The next gain is the mean gain value of the control class using a *non-discovery learning model* obtained a figure of 9.43 with a gain score of 0.21. Obtaining this figure gives an interpretation including the medium category.

When viewed from the increase in each class, a value of 5.7% can be obtained for the experimental class group using the *discovery learning model* and a value of 2.1% for the control class group using the *non-discovery learning model*.

Thus, it can be concluded that the increase in religious understanding of Class 1 Aliyah Islamic Boarding School Al-Mukhtariyah West Bandung students for the experimental class is higher than that of the control class. This means that learning the book of Embroidery Al-Taufiq using the *discovery learning model* is proven to increase the religious understanding of students.

This difference can be seen from the percentage table of increasing religious understanding of Class 1 Aliyah Islamic Boarding School Darul Falah students in West Bandung as follows:

**Table 9 Percentage of Religious Understanding of Class 1 Students Aliyah Islamic Boarding School Al-Mukhtariyah West Bandung After Using the Discovery Learning Model and Using the Non Discovery Learning Model**

Group eksperimental			Group control		
Category	Persentase	Total	Category	Persentase	Total
Medium	13,04%	100%	Medium	100%	100%
Quite high	82,60%		Quite high		
High	4,34%		High		
Very high			Very high		

Based on the results of the increase in the table above, it can be seen that the religious understanding of grade 1 students of Aliyah Islamic Boarding School Darul Falah and Islamic Boarding School Al-Mukhtariyah West Bandung has increased higher than the increase in religious understanding of students using the Non-Discovery Learning Model. This is because the use of the Discovery Learning Model is a comprehensive learning model so that it can achieve learning objectives optimally.

The above facts are as explained by Nurdyansyah & Fahyuni (2016) That this learning model maximizes student understanding and emphasizes the active role of students in building understanding and obtaining information. So that the difference in significant improvement between the experimental group and the control group becomes reasonable because the experimental class gets *treatment* that can encourage increased understanding, namely by using a *discovery learning* model.

This is confirmed by Rahmat (2018), Cintia et al., (2018), Mu'allimah (2014), Kumala & Rohman (2020) which states that this *discovery learning* model does not emphasize students to be able to master the material directly but rather emphasizes their understanding, structural understanding of a discipline through active involvement of students in the learning process.

Based on this presentation, it can be concluded that the application of *the discovery learning model* in the study of the book of Embroidery Al-Taufiq can increase the religious understanding of students rather than learning the book of Embroidery Al-Taufiq without applying *the model of discovery learning*.

### CONCLUSION

Hasil perhitungan di atas untuk variabel X penerapan model discovery learning di kelas 1 Aliyah Islamic Boarding School darul falah bandung barat dari 6 indikator diperoleh nilai  $91,31\% + 93,94\% + 93,94\% + 93,45\% + 95,08\% + 94,14\% = 561,87\% : 6 = 93,65\%$ . Angka 93,65% menunjukkan nilai interpretasi sangat baik sebab berada pada interval nomor 5 dengan rentang 84,00 – 100%. Hal ini memberikan kesimpulan bahwa penerapan model discovery learning pada pelajaran kitab Sulam Al-Taufiq di kelas 1 Aliyah Islamic Boarding School Darul Falah Bandung Barat merupakan model pembelajaran yang tepat untuk diterapkan. Hasil perhitungan di atas untuk variabel X penerapan model discovery learning di kelas 1 Aliyah Islamic Boarding School Al-Mukhtariyah bandung barat dari 6 indikator diperoleh nilai  $91,45\% + 93,91\% + 88,12\% + 86,61\% + 91,69\% + 90,72\% = 542,50\% : 6 = 90,42\%$ . Angka 90,42% menunjukkan nilai interpretasi sangat baik sebab berada pada interval nomor 5 dengan rentang nilai 84,00 – 100%. Hal ini memberikan kesimpulan bahwa penerapan model discovery learning pada

pelajaran kitab Sulam Al-Taufiq di kelas 1 Aliyah Islamic Boarding School Al-Mukhtariyah Bandung Barat merupakan model pembelajaran yang tepat untuk diteraPemahaman keagamaan santri setelah menggunakan model discovery learning mengalami peningkatan yang signifikan. Perolehan nilai mean pre test kelas 1 aliyah Islamic Boarding School Darul Falah Bandung Barat sebesar 52,39 berada pada kategori kurang dan mengalami peningkatan (gain) sebesar 30,46 sehingga diperoleh nilai mean post test sebesar 82,85 berada pada kategori tinggi. Adapun Kelas 1 aliyah Islamic Boarding School Al-Mukhtariyah Bandung Barat memperoleh nilai mean pre test sebesar 43,57 yang berada pada kategori cukup dan mengalami peningkatan (gain) sebesar 32,3 sehingga diperoleh nilai mean post lest sebesar 75,87 dengan kategori cukup

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