The Discovery Learning Method: An Islamic Religious Education Instructor's Strategy for Character Development

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ARTICLE INFO	ABSTRACT
	This study is to investigate how Islamic Religious Education instructors at SMP Negeri 24 Tanjung Jabung Timur can mold students' personalities using the Discovery Learning learning methodology. The research methodology for this study is qualitative deductive. Information about the learning of Islamic Religious Education and the development of students' character was gathered through observation, interviews, and documentation. The data collection, data condensation, data presentation, and conclusion-making based on the data obtained are among the data analysis methodologies employed in this study. According to the study's findings, the Islamic Religious Education instructors at SMP Negeri 24 Tanjung Jabung Timur employed the following strategies: 1. There were methods for planning, carrying out, and overseeing instruction. 2. The practice of reading Sholawat before taking classes. 3. Teachers invited students to participate in after-school programs. It is proposed that for students to develop their character, parents, teachers, and the administrator must work together as much as possible. It is intended that more studies concentrating on how student organization shapes student character will be conducted.

INTRODUCTION

One of the major issues facing Indonesian education is the actual occurrence of students' lack of discipline and accountability at SMP 24 Tanjung Jabung Timur. pupils who arrive late for the flag-raising ceremony on Monday will face consequences for their attendance outside the barrier. Some tardy pupils still frequently disobey rules regarding behavior and accountability. The goal of punishment is to increase self-control and accountability, particularly in pupils who have a history of tardiness. Through education, people can strive to reach their full potential and become resilient to life's inevitable changes.

Education is a process of helping students transform who they are in order to improve their ability to function in society and to adapt as best they can to their surroundings (Nisak et al., 2024; Rochbani & Nurdianingsih, 2023). A common perspective on education is that it imparts moral values through character education. Instructors always listen to what their pupils say and do (Abidin et al., 2023; Rochbani, 2024). They place a strong emphasis on initiatives to help students develop moral principles and behave well both individually and in public. According to Pancasila, character education is crucial for the

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development of a student's personality and should serve as the cornerstone for creating a person who can internalize, comprehend, and put into practice principles or living norms (Indrawan et al., 2024; Rosadi & Mun'amah, 2023). Promoting the principles of religion, nationalism, honesty, tolerance, discipline, hard effort, independence, democracy, curiosity, respect for success, socializing, love of peace, love of literature, love of the environment, care for society, and responsibility (Ahmed et al., 2023).

Many people also see education as an effort to instill moral values through character education. Instructors are constantly aware of the things they say and does to their pupils. They put a lot of focus on helping their kids develop positive character traits and better social and personal behaviors. Developing religious values, integrity, tolerance, self-control, independence, hard work, creativity, national pride, respect for accomplishment, communication skills, love of peace, reading, caring for the environment, caring for society, and responsibility are all important steps toward building a cultured and honorable nation.

Character is defined as ideals, attitudes, and behaviors that are acceptable to the larger community (Lainah & Sesmiarni, 2022; Sari et al., 2024). To avoid conflict, these beliefs, behaviors, and attitudes must come from the national cultural, religious, and ethnic values that are widely acknowledged in Indonesian society. These values include being moral, democratic, courteous, accountable, trustworthy, fair, and compassionate.

Based on the contemporary environment, which includes a lot of deviant social behaviors that go against the norms of discipline and responsibility, particularly during learning activities, it is crucial to reinforce the character values of discipline and responsibility. Character education refers to a range of constructive actions taken by teachers that have an effect on the character of the students they instruct. This is particularly true when the students are cultivating a disciplined character during the classroom learning process. It can also establish a positive attitude in the students that encourages them to follow the rules set forth by the teacher and to learn positively.

In order for teachers to more easily guide students' rational brain functions toward optimal performance, it is imperative that Islamic Religious Education teachers play a crucial role in establishing a comfortable learning environment. If all goes well, students' intuitive brains will also contribute to the improvement of the Islamic Religious Education learning process. It is hoped that with the religious knowledge they acquire, students will be able to use religion as a guideline in dealing with various social deviations that trigger conflicts, both those that arise from themselves or conflicts that occur in society, in addition to having morality in line with the teachings of Islam.

An essential element to remember is to ask yourself whether the learning model fits the student's interests, skills, and qualifications from their perspective. Students participate actively and continually in Discovery Learning, an approach to learning that is visually portrayed from start to finish (Lainah & Sesmiarni, 2022).

Based on preliminary findings, researchers have concluded that certain critical factors need to be taken into account when forming the character of SMP Negeri 24 students. These factors include the student's perspective on efficiency and whether the learning model aligns with the interests, skills, and credentials of the students. Students at SMP Negeri 24 are still sluggish learners, despite improvements in the learning process. Discovery learning is a type of instruction that involves students actively and continually and is presented graphically from start to finish. In light of the aforementioned, more research is required to determine how pupils are impacted by the

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model of learning and its outcomes. This is so that it may be determined if learning objectives have been met or not based on learning outcomes.

METHOD

This research belongs to the qualitative category. According to Creswell, qualitative approaches are employed to gain a profound understanding of how people or groups see humanitarian or societal issues (Creswell, 2015). The researcher's approach in this study is an exploration model, which is a kind of broad-scope preliminary research. In this particular context, the exploration model seeks to formulate pertinent hypotheses and obtain a more thorough grasp of the primary issues. The ability of Islamic Religious Education teachers at SMP Negeri 24 Tanjung Jabung Timur to organically shape students' character is a phenomenon that requires investigation, and this requires a qualitative approach with an exploratory model design to provide a solid research basis.

FINDINGS AND DISCUSSION

Character Education and Discipline for Students Using the Discovery Learning Model

Student participation in the learning process is emphasized in Jean Piaget's Discovery Learning approach. According to this hypothesis, when students actively participate in creating their own understanding through firsthand experience, experimentation, and exploration, they learn more efficiently. Through cognitive processes including association, generalization, and abstraction, students are seen to be creating their own knowledge (Piaget, 1964). Within the context of education, Discovery Learning highlights the value of giving pupils the chance to autonomously investigate ideas and find connections between them. This seeks to foster critical thinking and problem-solving abilities in addition to improving comprehension and memory of material in-depth.

Educational research and development continue to focus on this theory, which has been used in a variety of educational situations, including informal learning spaces and formal classrooms. To build new information in a child's cognitive structure, pupils must engage in mental activity related to the teaching material in discovery learning, according to Piaget (1964). The material is not formally final to be handed directly to students.

The term "discovery learning method" refers to an educational strategy where pupils are required to find and arrange their own knowledge rather than being handed the final subject matter. This strategy can help pupils become more adept at creative thinking in addition to promoting learning. Discovery Learning encourages creativity and problem-solving by providing students with the chance to actively participate in the learning process (Oktavia & Rahman, 2021; Pohan & Dora, n.d.). This helps them to develop the critical and creative thinking abilities that are necessary for overcoming obstacles in the real world.

Character teaching and discipline for students through the Discovery The development of a learning environment that fosters inquiry and firsthand experience, as well as the provision of context-based challenges and peer collaboration, are all components of the learning paradigm (Herianti, 2023; Safitri & Nursalim, 2024; Sari et al., 2024). Teachers have a crucial role in helping students develop self-awareness about the value of discipline in reaching goals and in giving them constructive criticism (Balqis et al., 2024). Teachers support their pupils' character development by serving as role models. An Islamic Religious

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Education teacher is expected to be able to instill good character values and discipline in their students with patience, perseverance, and consistency, while being a role model for students to follow. This is expected despite the great challenges, particularly in character formation in the modern, complex era. Thus, the development of a strong and disciplined character is just as important as knowledge acquisition in Islamic religious education.

In the field of education, an Islamic Religious Education teacher's responsibilities extend beyond imparting religious information and teachings to include helping pupils develop their character. In order to help their students develop into morally upright adults, teachers have a duty to inculcate moral and ethical principles in them. Building a well-mannered and disciplined character is a difficult task, particularly in the complex modern world. Patience, persistence, and a methodical approach are necessary for this process. So that pupils can witness and emulate this admirable behavior, an Islamic Religious Education teacher must live out Islamic religious ideals on a daily basis. Consequently, the function of an Islamic Religious Education teacher is crucial in shaping a generation of disciplined and strong-willed individuals.

Islamic religious education instructors need to have their unique approaches or techniques in order for the character values they teach to be accepted, comprehended, and used in daily life. Students with character will undoubtedly be produced if Islamic religious education teachers are successful in their character development efforts. It's difficult for pupils at SMP Negeri 24 Tanjung Jabung Timur to develop their character. because not all of the character education taught in schools can be grasped by the kids.

Islamic education is the deliberate effort of a Muslim to use Islamic teachings to steer and guide pupils' natural (basic ability) growth and development. Because humans are three-dimensional creatures, training the soul, intellect, emotions, and body of an individual creates a balance in the size of their character (Lubis et al., 2020). As a result, youngsters receive an early introduction to Islamic religious education. Islamic Religious Education ought to serve as a model for developing students' personalities and characters as well as for fostering national values (Samrin, 2021).

The Discovery Learning Approach: A Method for Developing Student Character in Islamic Religious Education Teachers' Approach

Teachers in Islamic Religious Education can use a variety of tactics that blend Islamic religious beliefs with concepts of active learning to help students develop their character through the Discovery Learning methodology. Initially, educators have the option to select educational materials that align with Islamic principles and highlight virtues like tolerance, truthfulness, and empathy. Teachers can then create assignments that, through problem-based projects, group discussions, or exploration, help students come to comprehend these principles. Moreover, Hadith and Qur'anic stories can be used by educators to model the ideal moral principles. Journaling exercises or thoughtful talks are other ways to reaffirm the value of introspection and contemplation in Islam (Komarudin & Wasilah, 2023; Suanti & Kenedi, 2022).

To support the development of students' character, teachers should provide a positive example for their students, live according to Islamic principles, and offer helpful

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criticism. Islamic Education teachers can establish a learning environment that stimulates and supports the overall development of students' character by integrating the concepts of Islam with the Discovery Learning methodology.

It is clear from the researcher's observational and interview data that each instructor uses a different approach to impart the information and teach Islamic Religious Education lessons that enhance character. Islamic religious education instructors play a significant role in paying attention to students' character and discipline during the learning process. Character education is not just about teaching character; character itself is a requirement. Tunggal's research indicates that Islamic religious education teachers have a successful approach in enhancing students' character. This is demonstrated by the increased discipline and character that students exhibit in these subjects, as well as their ability to apply these qualities in their daily lives (Tunggal et al., 2023).

The researcher's results regarding the tactics employed by Islamic Religious Education teachers at SMP Negeri 24 Tanjung Jabung Timur call for a discussion of the tactics, which include individual, group, and discovery learning methodologies. The following list includes them:

Implemented strategies	The results of the implemented strategy
Discovery Learning Strategy	The discovery learning approach places a greater emphasis on knowledge acquisition and makes the most of problem solving and search. Students engage in the process actively and participate in it in addition to acting as recipients of the material.
Group Learning Strategy	A group learning technique is a way for students to learn in either a large or small group setting. One or more teachers assign and oversee groups of students. Groups that have already been formed under the direction of the relevant teacher are used for this type of instruction.
Individual Learning Strategies	Teachers create instructional resources known as individual learning techniques with the goal of enabling students to learn at their own pace and convenience.

The outlined strategies can help Islamic Religious Education teachers guide students through the process of character formation using a Discovery Learning approach, strengthen the connection between religious values and hands-on learning opportunities, and make sure that students apply Islamic teachings with greater awareness and meaning in their daily lives.

The Procedures Employed by Islamic Religious Education Instructors

Teachers can implement several efficacious measures in molding students' personalities through Islamic Religious Education courses. beliefs related to Islamic beliefs, including honesty, compassion, or perseverance, can be the first theme or value that educators choose to emphasize. Next, using different techniques like group discussions, role-playing, or case study, they can design educational activities that let students investigate these principles. In order to give students a thorough comprehension of Islamic religious concepts during the learning process, teachers should consult sources like the Qur'an and Hadith (Fatah, 2014; Isnawati & Hudha, 2024). Students should feel free to talk and express

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their opinions in a welcoming and encouraging classroom atmosphere, which teachers must also provide.

In order to support students' character development, teachers should also set a positive example, live out Islamic principles, and give them constructive criticism (Abidin & Sulaiman, 2024). Islamic Religious Education instructors can greatly aid in the development of students' moral character by adhering to these guidelines (Lainah & Sesmiarni, 2022; Rodhiyatun, 2020; Safitri & Nursalim, 2024). Drawing from the previously mentioned statistics, it can be inferred that the Islamic religious education teachers at SMP Negeri 24 Tanjung Jabung Timur employed the following strategies to enhance the character development of their students:

The steps	The implemented steps
Formulating an Educational Program	It has been demonstrated that when creating lesson plans for Islamic religious education classes, teachers use the syllabus and RPP. Furthermore, Islamic religious education instructors in the RPP adapt to the media landscape to meet learning objectives. Since each student has a different IQ, the type of exercise that is used is also tailored to the kids' ability.
Selecting and Developing Materials	Islamic religious education instructors choose the appropriate teaching strategies. The selection of a learning method is carried out since it is a means of achieving learning objectives. Furthermore, Islamic religious education instructors connect the theory to practice by, for instance, asking students to participate in worship rituals like the Duha prayer in the school prayer room.
Choice of Character Formation Methods	Islamic religious education teachers mandate that their students take part in extracurricular religious activities like the memorizing technique or mutqin method in order to help shape their character.
Phases of establishing values in character education	Islamic religious education teachers help pupils develop character through instilling values such as knocking on doors before entering, showing respect for teachers and other students, reciting prayers, and maintaining punctuality and appropriate attire.
Evaluation	Teachers of Islamic religious education impart knowledge both directly and indirectly.

These actions can be taken by Islamic Religious Education teachers to help students develop their character through the Discovery Learning approach, to reinforce the connection between Islamic religious values and engaging learning opportunities, and to make sure that students not only comprehend these values but also put them into practice in their everyday lives.

CONCLUSION

The teachers of Islamic Religious Education play a crucial role in molding the character traits of the pupils at SMP Negeri 24 Tanjung Jabung Timur. Islamic religious education and a variety of teachers' role models are necessary for students to develop their character. Consequently, they have a responsibility to foster a positive learning environment

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and serve as role models. The following tactics/steps from the study's findings can be applied to help students develop their character: 1. Instructors assign students to groups according to their personalities and skill levels. 2. Applying the approach of discovery learning. 3. Individual and group instruction.

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