

Discovery Learning in Islamic Religious Education: Enhancing Student Learning Motivation

Agus Sunandar

Universitas Ahmad Dahlan

*agussuannandarud@gmail.com

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ABSTRACT

This study was motivated by the low level of student motivation in participating in Islamic Religious Education (PAI) learning and the continued dominance of conventional teaching methods that tend to create passive learning environments. As a subject, Islamic Religious Education is not only intended to transfer knowledge but also to foster understanding, appreciation, and the implementation of Islamic values in daily life. Therefore, innovative learning approaches are needed to enhance student engagement and learning motivation. One such approach is the Discovery Learning model, which emphasizes active student involvement in the learning process. The purpose of this study was to analyze the implementation of the Discovery Learning model in Islamic Religious Education classes and to examine its impact on students' learning motivation at SMK Negeri 2 Godean, Sleman, Yogyakarta. This research employed a descriptive qualitative approach. Data were collected through interviews, classroom observations, and documentation. The research participants consisted of Islamic Religious Education teachers and students. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings indicate that the implementation of the Discovery Learning model positively influences students' learning motivation. Students demonstrated higher levels of participation, greater enthusiasm for learning activities, and increased confidence in expressing ideas and opinions. The model also encouraged critical thinking, independent learning, and active problem-solving. Furthermore, Discovery Learning contributed to the development of students' cognitive and metacognitive abilities, enabling them to achieve a deeper and more meaningful understanding of learning materials. The learning atmosphere became more interactive, engaging, and student-centered. Therefore, the Discovery Learning model can be considered an effective instructional approach for improving motivation and enhancing the quality of Islamic Religious Education learning in vocational high schools.

I. INTRODUCTION

Education is a conscious effort undertaken by adults to assist learners in achieving maturity so that they can live independently, responsibly, and morally. Education functions not only as a means of transferring knowledge but also as a process of character building, skill development, and the optimization of students' potential. Through education, individuals are expected to become useful for themselves, society, the nation, and the state [1]. From an Islamic perspective, education possesses a broader objective, namely the formation of individuals who embody faith, piety, and noble character. Islamic education is a conscious effort to shape human beings as *abdullah* (servants of Allah) and *khalifatullah* (vicegerents on earth) who are capable of carrying out their duties and responsibilities appropriately [2]. Al-Ghazali further emphasized that education aims to bring human beings closer to Allah SWT through spiritual purification and the cultivation of virtuous character [3]. Therefore, education is not merely oriented toward intellectual development but also toward the formation of students' moral and spiritual dimensions. The significance of education is also reflected in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which defines education as a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential. Such potential encompasses spiritual strength, self-control, intelligence, noble character, and the skills required for participation in society, the nation, and the state [4]. Achieving these educational objectives requires the active involvement of various

educational components, particularly teachers. Teachers occupy a strategic position as facilitators who guide, direct, and motivate students to develop their abilities optimally. Their responsibilities extend beyond delivering learning materials to creating active, creative, and enjoyable learning environments that facilitate the achievement of educational goals [5]. In accordance with the implementation of the 2013 Curriculum and the Merdeka Curriculum, learning is expected to shift from teacher-centered instruction to student-centered learning. Students are encouraged to actively participate in constructing knowledge through meaningful learning experiences. Consequently, teachers are required to select instructional strategies and learning models capable of fostering student engagement while simultaneously developing students' attitudes, knowledge, and skills in a balanced manner [6]. The selection of appropriate learning methods is therefore essential because learning methods serve as systematic approaches employed by teachers to achieve instructional objectives. Appropriate methods can improve students' understanding of learning materials, enhance learning motivation, and ultimately contribute to improved learning outcomes [7].

One learning model that is widely recognized for promoting student engagement and motivation is Discovery Learning. This model positions students as the primary actors in the learning process by providing opportunities to discover concepts, principles, and knowledge independently through observation, investigation, discussion, and problem-solving activities [8]. Discovery Learning enables students to identify meanings, concepts, and relationships among information through active cognitive processes, making learning experiences more meaningful because students construct knowledge through direct experience [9]. Furthermore, this model contributes to the development of critical thinking, creativity, analytical abilities, and problem-solving skills. According to Hosnan, Discovery Learning is a student-centered learning model that emphasizes active learning experiences, enabling students to discover and formulate their own understanding of the subject matter being studied [10]. Similarly, Bruner argued that Discovery Learning emphasizes students' active involvement in discovering new knowledge under the guidance of teachers [11]. Despite the theoretical advantages of Discovery Learning, challenges remain in the implementation of Islamic Religious Education (IRE) learning. Preliminary observations conducted at SMK Negeri 2 Godean, Sleman, Yogyakarta, revealed several issues affecting the effectiveness of IRE instruction. One of the primary concerns is the low level of student learning motivation. Some students perceive Islamic Religious Education as less interesting because classroom instruction continues to be dominated by conventional lecture-based approaches. This situation reduces students' enthusiasm for learning and results in passive participation during classroom activities. In addition, the learning process remains insufficiently interactive, as teachers tend to deliver material unidirectionally, providing limited opportunities for students to discuss, ask questions, and independently explore learning content. Consequently, students' engagement in the learning process remains low, which may negatively affect their understanding of the material being taught. Another important issue concerns the need for deeper and more meaningful learning experiences in Islamic Religious Education. The objectives of IRE extend beyond the mastery of theoretical concepts to include the understanding, internalization, and practical application of Islamic values in everyday life. Therefore, instructional approaches that encourage active participation and meaningful learning experiences are needed to support both cognitive and affective learning outcomes. In this context, Discovery Learning is considered a promising alternative because it encourages students to seek information independently, conduct investigations, engage in discussions, and construct knowledge actively. Through these processes, students are expected to develop stronger learning motivation, greater classroom participation, and deeper understanding of Islamic teachings.

Based on the foregoing discussion, several problems can be identified: (1) students' learning outcomes in Islamic Religious Education remain relatively low, as indicated by the fact that some students have not achieved the Learning Goal Achievement Criteria (KKTP); (2) students demonstrate insufficient motivation and active participation during the learning process, leading to passive learning

behaviors; and (3) Islamic Religious Education learning continues to be dominated by lecture-based instruction, resulting in limited interaction and student engagement. Given these conditions, this study focuses specifically on the implementation of the Discovery Learning model in Islamic Religious Education at SMK Negeri 2 Godean and its influence on students' learning motivation. Accordingly, the research question addressed in this study is: What is the impact of implementing the Discovery Learning model on students' learning motivation in Islamic Religious Education at SMK Negeri 2 Godean, Sleman, Yogyakarta? Based on this question, the objective of the study is to analyze the impact of the Discovery Learning model on students' learning motivation in Islamic Religious Education. Theoretically, this research is expected to contribute to the development of educational knowledge concerning the effectiveness of Discovery Learning in enhancing learning motivation and critical thinking skills. Practically, the findings may provide valuable insights for teachers and school administrators regarding the use of Discovery Learning as an alternative instructional model capable of increasing student motivation and engagement. Furthermore, the study is expected to benefit students by promoting active learning, critical thinking, and improved learning outcomes, while also serving as a reference for future researchers interested in investigating Discovery Learning and student learning motivation within Islamic educational contexts.

II. METHODS

Approaches and Types of Research

This study uses a descriptive qualitative research method. The descriptive qualitative method is a research approach that aims to describe, explain, and analyze a phenomenon in depth based on conditions that occur in the field [12]. This approach is not oriented towards measuring numbers or testing hypotheses like quantitative research, but rather seeks to understand the meaning, process, and experience experienced by the research subject. The data produced are in the form of words, interview results, field notes, observations, and documentation that provide a comprehensive picture of the research object. In this study, a descriptive qualitative method was used to analyze Islamic Religious Education learning with the Discovery Learning model approach in motivating student learning at SMK Negeri 2 Godean Sleman Yogyakarta.

Research Stages

This study uses the Miles and Huberman interactive analysis model which consists of three main stages, namely: Data reduction is the process of selecting, simplifying, grouping, and focusing data obtained from the field to suit the research objectives. This stage is carried out to make it easier for researchers to understand relevant data and ignore data that is not related to the focus of the research [13], Data presentation is carried out by systematically compiling information in the form of narrative descriptions, tables, and charts. The goal is to make it easier for researchers to understand the patterns of relationships between data and to facilitate the process of drawing conclusions. This stage is carried out by interpreting the data that has been obtained to produce temporary conclusions. These conclusions are then verified repeatedly through re-checking the field data so that valid and accountable conclusions are obtained [14].

Research Setting

This research was carried out at SMK Negeri 2 Godean Sleman Yogyakarta which is located at Jalan Jae Sumantoro, Sidoagung, Godean, Sleman, Special Region of Yogyakarta. The research was conducted in the odd semester of the 2025 school year with a focus on class X Fashion. The selection of the research location is based on several considerations. First, researchers have easy access to the data and information sources needed during the research. Second, the researcher has a good relationship with the school, teachers, and students so that the data collection process can be carried out more effectively and efficiently. These conditions are expected to be able to support the smooth running of research and produce more accurate and in-depth data.

Subjects and Objects of Research

The research subjects are parties who are directly involved in the learning process and have information that is relevant to the focus of the research. The research subjects consisted of the Principal, Vice Principal for Curriculum, Islamic Religious Education teachers, and students of class X Fashion at SMK Negeri 2 Godean Sleman Yogyakarta.

Table 1. Informant demographics

No	Name	Gender	Religion	Age	Role	Ket.
1	YS	L	Islam	54	Principal	Primer
2	DH	P	Islam	55	Deputy Head of Curriculum	Primer
3	ES	P	Islam	46	Teacher PAI	Primer
4	LA	L	Islam	27	Teacher PAI	Primer
5	Students 71 children	P	Islam	16	Students	Primer

The object of the research is the learning process of Islamic Religious Education using the Discovery Learning learning model and its influence on students' learning motivation. This research focuses on how the application of the model is carried out and how it impacts students' engagement and learning motivation.

Data Collection Techniques

Data collection in this study was carried out through three main techniques, namely interviews, observations, and documentation: Interviews are a data collection technique that is carried out by asking questions directly to informants to obtain in-depth information about the research object [15]. In this study, a structured interview was used with a pre-arranged question guide. Interviews were conducted with principals, teachers, and students to obtain information about the implementation of the Discovery Learning model and its influence on students' motivation to learn. To maintain the accuracy of the data, the researcher used recording tools and field notes during the interview process. Observation is a data collection technique that is carried out through direct observation of the research object in the actual situation [12]. According to Nasution, observation allows researchers to obtain more accurate data because it is obtained directly from the field [17]. The aspects observed included school conditions, learning environment, teacher activities, student activities, learning methods used, and the learning atmosphere of Islamic Religious Education in the classroom. Documentation is carried out by collecting various documents related to the research, such as school profiles, curriculum data, learning tools, photos of learning activities, and other documents that support the research [18]. This technique is used to complement and reinforce data obtained through interviews and observations [12].

Data Collection Instruments

The research instruments used were non-test instruments consisting of: Observation sheets are used to record the activities of teachers and students during the learning process. This instrument helps researchers obtain data on the application of the Discovery Learning model in Islamic Religious Education teaching and learning activities [19]. Interview sheets are used as a guide in the process of collecting data through interviews. This instrument contains a list of questions arranged according to the research focus to obtain information about students' learning motivation and the application of the Discovery Learning model [15]. Documentation is used to collect data in the form of photos, archives, and other documents related to the implementation of learning. Documentation data serves as supporting evidence for the results of observations and interviews [20].

Data Validity Test

To ensure the validity and credibility of the research data, several data validity test techniques are used as follows: Triangulation is a technique to check the validity of data by utilizing various sources and data collection methods [21]. Triangulation is carried out through: Triangulation of sources, which is comparing information obtained from various informants; Triangulation method, which is comparing

data from interviews, observations, and documentation. Through triangulation, the data obtained can be verified so as to increase the level of trust in the research results. Trail audit is a technique to check the validity of data by systematically documenting the entire research process [22]. This step is carried out through recording research activities and storing all documents and data related to the research so that the research process can be traced back if necessary.

Data Analysis Techniques

Data analysis in qualitative research aims to understand in depth the phenomenon being studied and the relationships between elements contained in the research context [23]. The analysis process was carried out from before the field research until the research was completed [24]. The data analysis technique used refers to the Miles and Huberman model which consists of four stages [25], namely: Data obtained from interviews, observations, and documentation were selected, summarized, and focused on information related to the application of the Discovery Learning model and students' learning motivation [26]. The data that has been reduced is then compiled and presented in the form of a systematic descriptive narrative that makes it easier for researchers to understand and analyze the information obtained [26]; Verification is carried out by re-examining data and research findings to ensure the correctness and validity of the information obtained [26]; Conclusions are drawn based on the results of verified data analysis. The conclusion of the study focuses on the application of the Discovery Learning model and its role in increasing students' learning motivation in Islamic Religious Education subjects at SMK Negeri 2 Godean Sleman Yogyakarta [26].

III. RESULTS AND DISCUSSION

Results

The implementation of Islamic Religious Education learning using the Discovery Learning learning model at SMK Negeri 2 Godean Sleman Yogyakarta has a positive impact on the learning process and outcomes of students. Based on the results of observations, interviews, and relevant theoretical studies, the application of this model is able to increase learning motivation, critical thinking skills, confidence, cognitive and metacognitive abilities, and a deeper understanding of the learning material. Discovery Learning places students at the center of learning activities so that they are actively involved in discovering concepts and building knowledge independently [27].

Increased Student Activity and Motivation

The Discovery Learning learning model has been proven to be able to increase student activeness in learning Islamic Religious Education. Through the stages of stimulation, problem identification, data collection, data processing, verification, and generalization, students not only receive information from the teacher, but are also directly involved in the process of seeking and discovering knowledge. This activeness can be seen from the increase in student participation in group discussions, the ability to ask questions, express opinions, and the courage to seek and process information independently [27]. The results of interviews with some students showed that the use of Discovery Learning made them more active and engaged in learning. Students feel they have a wider opportunity to discuss, exchange ideas, and collaborate with their group friends. These conditions make the learning process more lively, interactive, and not boring. In addition, students also admitted to being more responsible for the tasks given because the success of the group is highly dependent on the contribution of each member. Increasing learning motivation is also one of the main impacts of the implementation of the Discovery Learning model. This motivation arises because students have the opportunity to find answers to the problems given on their own. When students manage to discover concepts or solve problems through their own efforts, a sense of satisfaction and pride arises that can increase intrinsic motivation. Motivation that comes from within students tends to be stronger than motivation that is based solely on external values or rewards [28]. Discovery Learning also provides a meaningful learning experience as students are emotionally and intellectually engaged in the learning

process. Through exploration, observation, discussion, and proofing activities, students can relate the material learned to their daily lives. The connection between the material and real experience makes it easier for students to understand the lesson and increase their interest in learning continuously [29]. In addition, this model is capable of creating a dynamic and fun classroom atmosphere. Teachers are no longer the only source of information, but rather act as facilitators who guide the discovery process. Students gain the opportunity to explore their curiosity through a variety of varied learning activities. A variety of activities such as discussion, observation, information search, and presentation make learning more interesting so that it can reduce learning boredom [30]. Providing challenges that are in accordance with students' abilities is also a factor that increases learning motivation. When students are faced with problems to solve, they are encouraged to think, seek information, and find solutions. Successfully completed challenges will provide a successful experience that encourages students to continue learning and face the next challenge with more confidence [31].

Practicing Critical Thinking Skills or Abilities

Discovery Learning has an important role in developing students' critical thinking skills. In this model, students do not receive information directly, but are encouraged to observe, identify problems, formulate hypotheses, collect data, analyze information, and draw conclusions. This series of activities is part of a critical thinking process that trains students to use logic and reason in understanding a problem [39]. The results of the study show that students feel more trained to think critically through group discussion activities and independent information search. They learn to ask questions, evaluate different opinions, and look for solutions based on the evidence found. Learning is no longer oriented to memorization, but to an in-depth understanding and analysis of the material being studied. In Discovery Learning, students are faced with problematic situations that demand high-level thinking skills. They must gather information from various sources, identify the relationships between concepts, and determine the most appropriate solution. This process trains the analytical, synthetic, and evaluation skills that are key components of critical thinking [15]. This model also teaches students to verify information before accepting or concluding it as truth. Students learn to distinguish between facts and opinions, assess the validity of information sources, and consider various points of view before making decisions. This habit is essential in forming an objective and rational critical mindset [40]. The reflection stage in Discovery Learning also supports the development of critical thinking skills. After discovering a concept, students are invited to evaluate the process that has been carried out, identify possible errors, and improve their way of thinking. Reflection helps students understand how they learn and how to improve the quality of thinking in subsequent learning [41]. Divergent thinking skills also develop through this model. Students are given the freedom to explore various alternative problem-solving so that they do not get stuck on one answer. The habit of looking at problems from multiple perspectives makes students more creative, open, and able to consider various possibilities before making decisions [42][43]. In addition, the presentation of the results of the invention trains students' ability to formulate logical and fact-based arguments. They must be able to explain the reason, evidence, and process underlying the conclusions obtained. This ability to argue is one of the important indicators in the development of critical thinking [35].

More Fun Learning for Students

One of the advantages of Discovery Learning is its ability to create a fun learning atmosphere. Learning is no longer dominated by monotonous lecture methods, but is filled with various activities that actively involve students. Students play the role of inventors who try to find answers to a problem so that the learning process feels like a challenging intellectual adventure [45]. The pleasure of learning arises because students gain satisfaction when they succeed in finding concepts or solutions independently. This success provides a positive experience that gives rise to a sense of pride and confidence. A fun learning experience makes students more motivated to follow learning and develop long-term learning interests [50]. Discovery Learning also gives students the freedom to explore

different ways of learning that suit their characteristics. Some students prefer observation, others are more comfortable through discussion or hands-on practice. Freedom in choosing learning strategies makes students feel valued and more comfortable during learning [41]. The social interaction that occurs during the group discussion also contributes to the creation of a fun learning atmosphere. Students can share ideas, exchange experiences, and learn from the perspective of their peers. A collaborative and supportive learning environment makes students feel more comfortable and enthusiastic in participating in learning activities [51]. The use of real-life problems that are relevant to daily life also increases students' interest in the subject matter. When students realize that the material they learn has benefits in their lives, learning becomes more meaningful and engaging. This encourages students to be actively involved in each stage of learning [30]. Experimentation, observation, and information seeking activities provide hands-on experience that cannot be obtained through conventional learning methods. The experience helps students understand concepts concretely while creating a more lively and enjoyable learning atmosphere [48]. Additionally, Discovery Learning creates a safe learning environment as mistakes are seen as part of the learning process. Students are not afraid to try, express opinions, or take intellectual risks. This condition encourages the emergence of courage and creativity which ultimately improves the quality of the learning experience [56].

Fostering Courage and Confidence for Students

The implementation of Discovery Learning also has a positive impact on the development of students' courage and confidence. In this model students are given the opportunity to actively participate, express opinions, and present the results of their findings. This activity trains communication skills while increasing confidence in one's own abilities [44]. Based on the results of the interviews, students admitted that they were more confident after participating in learning with Discovery Learning. Group discussions provide a safe space for students to convey ideas without fear of being wrong. Support from peers makes them more courageous to speak up and participate in class activities. Students' courage grows when they manage to find answers or solutions through their own efforts. Such success experiences provide positive reinforcement that increases confidence that they are capable of facing more complex learning challenges [51]. Presentation activities of discussion results are an effective means to train public speaking skills. Students learn to convey ideas systematically, answer questions, and defend arguments based on the evidence they have. This experience helps reduce nervousness and improve communication skills [53]. Discovery Learning also teaches students that mistakes are part of the learning process. When students understand that failure is not something to be feared, they become more courageous to try different possibilities and are less likely to give up when faced with difficulties [58]. Intensive group work provides an opportunity for students who tend to be quiet to start interacting and expressing opinions. Through an iterative process, students become more accustomed to speaking and are eventually able to demonstrate higher confidence in a variety of learning situations [59]. Overall, the Discovery Learning model helps to shape the character of students who are independent, courageous, and confident in their own abilities. This character is an important capital for students in facing academic challenges and social life in the future [51].

Development of Cognitive and Metacognitive Skills for Students

Discovery Learning not only develops cognitive thinking skills, but also students' metacognitive skills. From the cognitive side, this model trains the ability to analyze, compare, classify, evaluate, and infer information. These activities help students build a deeper understanding of the subject matter [57]. Students do not just receive information, but learn to process and interpret the data obtained. This process activates a variety of high-level cognitive functions that play an important role in improving the quality of learning. The ability to think critically and problem-solving developed through Discovery Learning is an indicator of the development of students' cognitive skills [29]. On the other hand, metacognitive skills develop as students learn to plan, monitor, and evaluate their own learning process. In each stage of Discovery Learning, students are required to determine information

search strategies, evaluate the effectiveness of the steps taken, and improve strategies if the results obtained are not satisfactory [59]. Reflection activities are an important part of metacognitive development. Through reflection, students can recognize the strengths and weaknesses of their way of learning. This awareness helps students choose the learning strategy that best suits their needs and characteristics. The ability to regulate one's own thinking process is essential to support lifelong learning. Students who have good metacognitive skills will be more adaptable to various academic challenges because they understand how to learn that is effective for themselves [29]. Thus, Discovery Learning not only produces academically intelligent students, but is also able to manage their learning process independently. This ability is a very valuable provision in facing the development of science and the demands of future education.

Deep and Long-Lasting Knowledge Understanding for Students

One of the most important impacts of Discovery Learning is the creation of deep and lasting understanding. In this model students build knowledge through hands-on experience so that the concepts learned are not only memorized, but actually understood [61]. A deep understanding is formed because students are actively involved in observing, analyzing, and deducing information. This active involvement makes students understand the relationship between concepts and meanings contained in learning materials. Knowledge gained through the process of discovery tends to be stronger than knowledge obtained through mere memorization [51]. Discovery Learning also helps students connect new knowledge with previous experiences and knowledge. The integration between old and new knowledge forms a stronger cognitive structure that makes it easier for students to understand and remember the material [62]. Learning experiences that involve emotions, attention, and active effort strengthen the process of storing information in long-term memory. Therefore, material discovered by students on their own is usually easier to remember and lasts longer in memory [39]. Group discussions, exploration of learning resources, and problem-solving activities also enrich students' understanding. They gain various perspectives that help to see a concept more broadly and deeply. This process makes learning more meaningful and relevant to real life [63]. In addition to increasing understanding, Discovery Learning also encourages independent learning. Students are used to searching for information, analyzing data, and drawing their own conclusions. This habit strengthens mastery of material as well as forms the ability to learn independently which is indispensable in modern education [30]. Overall, the application of the Discovery Learning learning model in Islamic Religious Education learning at SMK Negeri 2 Godean Sleman Yogyakarta has a very positive impact. This model is able to increase learning motivation, activeness, critical thinking skills, confidence, cognitive and metacognitive skills, and produce deeper and more lasting understanding. Therefore, Discovery Learning can be an alternative learning model that is effective to improve the quality of Islamic Religious Education learning and form students who are active, independent, creative, and able to face the challenges of 21st century education.

Discussion

The findings of this study demonstrate that the implementation of the Discovery Learning model in Islamic Religious Education (IRE) at SMK Negeri 2 Godean significantly enhances students' learning motivation and active participation. This result is consistent with constructivist learning theory, which emphasizes that knowledge is most effectively acquired when learners actively construct their own understanding through exploration and interaction. The stages of Discovery Learning, including stimulation, problem identification, data collection, verification, and generalization, encourage students to become active participants rather than passive recipients of information. As a result, students become more engaged in classroom discussions, more willing to ask questions, and more responsible for their learning tasks. These findings support previous studies indicating that student-centered learning approaches can foster intrinsic motivation and create more meaningful learning experiences. Another

important finding is the improvement of students' critical thinking abilities. Through the process of identifying problems, gathering evidence, analyzing information, and drawing conclusions, students are trained to think systematically and logically. In the context of Islamic Religious Education, critical thinking is particularly important because students are encouraged not only to understand religious concepts theoretically but also to reflect upon and apply Islamic values in everyday life. The findings suggest that Discovery Learning provides opportunities for students to evaluate information, consider multiple perspectives, and formulate reasoned arguments. Such activities align with the objectives of twenty-first-century education, which emphasize higher-order thinking skills, problem-solving abilities, and independent learning. The study also reveals that Discovery Learning contributes to a more enjoyable and meaningful learning environment. Students reported feeling more interested and enthusiastic during lessons because they were actively involved in exploration, discussion, and collaborative problem-solving activities. This finding supports educational theories suggesting that positive emotional engagement plays a crucial role in learning effectiveness.

When students perceive learning as enjoyable and relevant to their daily experiences, they are more likely to develop long-term interest in the subject matter. In Islamic Religious Education, this meaningful engagement can strengthen students' appreciation of religious teachings and facilitate the internalization of moral and spiritual values. The implementation of Discovery Learning positively influences students' self-confidence and communication skills. The opportunities to present findings, participate in discussions, and defend arguments encourage students to express their opinions more openly. Such experiences help students overcome fear of making mistakes and develop confidence in their intellectual abilities. The collaborative nature of Discovery Learning also creates a supportive learning environment where students can learn from one another and gradually build social competence. These findings indicate that the model contributes not only to academic development but also to important aspects of personal growth and character formation. The results additionally highlight the role of Discovery Learning in developing both cognitive and metacognitive abilities. Students are required to analyze information, formulate conclusions, monitor their progress, and evaluate the effectiveness of their learning strategies. These processes foster self-regulated learning and encourage students to become more aware of how they learn. Metacognitive development is particularly valuable because it enables students to adapt to different learning situations and become lifelong learners. In the context of Islamic education, these skills support the development of independent individuals who are capable of continuously seeking knowledge and reflecting upon their learning experiences. Finally, the findings indicate that Discovery Learning promotes deeper and more durable understanding of learning materials. Because students discover concepts through direct investigation and personal experience, knowledge is processed more meaningfully and stored more effectively in long-term memory. This deeper understanding allows students to connect new information with prior knowledge and apply what they have learned in real-life situations. Therefore, the study confirms that Discovery Learning is an effective pedagogical approach for Islamic Religious Education, as it not only improves academic achievement but also supports the development of critical thinking, self-confidence, independent learning, and the meaningful internalization of Islamic values among students.

IV. CONCLUSION

The implementation of the Discovery Learning model in Islamic Religious Education (IRE) learning at SMK Negeri 2 Godean Sleman Yogyakarta has demonstrated significant positive contributions to students' learning motivation and overall learning experiences. By actively engaging students in the processes of exploration, investigation, discussion, and knowledge construction, Discovery Learning shifts the learning paradigm from teacher-centered instruction to student-centered learning. This approach encourages students to become more active participants in the classroom, increases their intrinsic motivation, and fosters greater responsibility for their own learning. The

findings indicate that students experience higher levels of engagement and enthusiasm because they are directly involved in discovering concepts and solving learning problems independently. The application of Discovery Learning contributes substantially to the development of students' critical thinking, self-confidence, cognitive abilities, and metacognitive awareness. Through activities such as problem identification, data collection, analysis, verification, and reflection, students are trained to think analytically, evaluate information critically, and formulate evidence-based conclusions. The collaborative learning environment also provides opportunities for students to communicate ideas, defend arguments, and develop confidence in expressing their opinions. These competencies are essential for preparing learners to face the challenges of contemporary education and the demands of the twenty-first century. Discovery Learning promotes deeper and more sustainable understanding of Islamic Religious Education materials. Knowledge acquired through direct discovery and meaningful learning experiences tends to be retained longer and understood more comprehensively than knowledge obtained through passive memorization. The integration of active learning, reflection, and real-life problem solving enables students to connect new concepts with prior experiences, thereby strengthening conceptual understanding and independent learning skills. Therefore, Discovery Learning can be considered an effective pedagogical approach for improving the quality of Islamic Religious Education learning and for developing active, independent, critical, and lifelong learners.

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